DOCUMENT RESUME

ED 179 372 CG 014 013

AUTHOR Pond-Brevik, Margaret
TITLE Family Life/Sex Education Programming: A Survey of Students' Needs.
INSTITUTION York County Board of Education, Aurora (Ontario).
PUB DATE Aug 78
NOTE 127p.; Best copy available: For related document see CG 014 012

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Educational Programs; *Elementary Secondary Education; *Family Life Education; *Foreign Countries; Opinions; Program Content; *Sex Education; *Student Needs; Surveys
IDENTIFIERS *Ontario (York County)

ABSTRACT

This study examines responses of elementary and secondary school students to a questionnaire regarding the effect of family life and sex education programming. Suggestions from the students were also requested. Numerical data was tabulated, the lengthy responses were catalogued, and frequencies recorded. Analysis of responses is presented by grade group. The opinions indicate a need for more and better programming. Appendices include the questionnaires for each age group and the take-home thought questions. Tables of the results by topic are presented. (Author/BEF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED179872

BEST COPY AVAILABLE

FAMILY LIFE / SEX EDUCATION PROGRAMMING

A SURVEY OF STUDENTS' NEEDS

Margaret Pond-Brevik

Research Office

Division of Planning and Development

The York County Board of Education

August 1978

CG 014013

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stephen Bacoalmasi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACKNOWLEDGEMENTS

The author gratefully acknowledges the cooperation of the many students who so generously gave of their time to make this research possible.

The assistance of the following educators in the sampling and scheduling of students was also greatly appreciated:

J. S. McLachlan, Aurora Heights P.S.
K. G. Profit, Rogers P.S.
G. D. McKelvey, Kettleby P.S.
D. McElhinney, O.M. MacKillop P.S.
J. M. Hincks, Roselawn Senior P.S.
N. Davison, James Robinson P.S.
E. M. McFadden, Royal Orchard P.S.
G. L. Easey, Park Avenue P.S.
D. Snell, Thornlea S.S.
W. Houston, Aurora H.S.
J. Morrison, Stouffville S.S.
P. Hiscott, Sutton District H.S.
W. Atkinson, Richmond Hill H.S.

Special thanks to Dr. John M. Denison, Mrs. Margaret Coburn and Mr. Norman E. Weller, the members of the Sex Education Sub-Committee of the Board's Standing Committee on Program; and Mr. Brian Burnham, Chief Research Officer, for their review of and comments on the survey instruments.

ABSTRACT

This study examined the compatability of present Family Life/ Sex Education (FL/SE) programming in York County schools with the needs of students as they see them. This study is a sequel to a survey of teachers and principals, The Status of Sex Education Programs in the Schools of the York Board of Education. (Aurora: the Board, February 1978). All findings were intended to provide for the development of more effective FL/SE programs.

Specifically, this study sought, through interviews with a total of 259 students from eight elementary and five secondary schools, to test two hypotheses: (1) that FL/SE and closely related topics are being seriously "undertaught" and (2) that FL/SE instruction is not timely ("too little, too late" or "too much, too soon"). The population of grade 6, 8, 10, and 12 boys and girls were surveyed in May - June 1978.

Hypothesis 1 was clearly supported in the elementary school and at least up to grade 10 for boys. For girls, 57% of sixth graders say they had received no discernable FL/SE instruction. Hypothesis 2 was supported for grades 8 through 12, but at the sixth grade most reported that instruction was timely or, in the case of a few boys, somewhat in advance of needs. Details of topics covered, time given to instruction, bias in instruction, comparison of perceived instruction and principals' priorities, preferred methods, and topics as reported by students are also given.

TABLE OF CONTENTS

I. INTRODUCTION 1

II. RESEARCH METHOD

- Sample of Students 4
- Materials 6
- Procedure 7
- Student Response 9
- Parental Response 10
- Presentation of Results 10

III. RESULTS OF THE EIGHTH AND SIXTH GRADERS' SURVEY

- Current Status of FL/SE Programming 12
- Time Spent on FL/SE Programming 15
- Topics Covered 17
- Depth of Coverage 22
- Timeliness of Instruction 26

IV. RESULTS OF THE TENTH AND TWELFTH GRADERS' SURVEY

- Current Status of FL/SE Programming 31
- Time Spent on FL/SE Programming 33
- Topics Covered 34
- Depth of Coverage 38
- Timeliness of Instruction 41

TABLE OF CONTENTS (Continued)

V. TOPICS AND QUESTIONS GIVEN HIGH PRIORITY BY STUDENTS 46

VI. INSTRUCTIONAL METHODS AND AIDS 56

VII. STUDENT RECOMMENDATIONS AND OPINIONS ON THE SCOPE, ORGANIZATION, AND FOCUS OF FL/SE INSTRUCTION 64

REFERENCES 72

APPENDICES

A	Elementary Students' Survey: Questions 1 - 14	73
B	Secondary Students' Survey: Questions 1 - 14	76
C	Elementary and Secondary Students' Survey: Questions 15 - 20	79
D	Elementary Students" "Take Home" Questions	88
E	Secondary Students' "Take Home" Questions	89
F	Tables 23 - 30	90
G	Tables 31 - 38	98

I. INTRODUCTION

On May 14, 1978 the Board authorized a survey of students in order to assess the compatability of Family Life/Sex Education (FL/SE) instruction presently available in York County schools with the needs of the students and to collect student opinion on how this instruction could be improved. The results of this survey were to complement those already obtained from a survey of teachers and principals (Burnham, 1978). The intention was that these findings, taken together, should provide the Board with information to assist them in making curriculum decisions with respect to FL/SE, so that a meaningful and effective program can be developed.

From their review of the literature and examination of Burnham's (1978) survey, the Board's Sub-Committee on Sex Education, in their Interim Report, identified some potential problems associated with FL/SE programs in general and put forth two hypotheses concerning the depth and timing of instruction at present.

(1) First, a lack of definitive guidelines from the Board, the unavailability of teacher training, and anxiety about public response are causing "Family Life Education, and its related topics to be considered seriously 'undertaught'" (Sub-Committee on Sex Education, 1978, p. 2). A similar claim with respect to the amount of information given has been made by Herold (1975) and Herold, Kopf and DeCarlo (1974).

(2) The second hypothesis relates to the timing of instruction. The main objectives of most FL/SE programs are to increase the students' knowledge and understanding

of interpersonal relations and development of self, to make them aware of the potential outcomes of sexual activity (e.g., unwanted pregnancies, venereal disease) and to encourage students to take advantage of available information and counselling services. Implicit in these objectives is the notion that when the student is given FL/SE instruction, the information provided will be used. That is, as a result of his/her increased awareness of the possible problems and available preventive measures, it is assumed the student will adopt a more responsible approach to his/her sexual activity. This assumption, however, is not well supported. There is little evidence to suggest that SE is effective in reducing the risk of unwanted pregnancies or venereal disease among young people (e.g., Leslie, 1973; Middleton, 1975; Stennett, Roberts & West, 1975). One possible reason for this failure, suggested by the Sub-Committee, is that FL/SE "is given when educators have thought it necessary rather than when the child needed it" (ibid, p.9).

The present report examines these two hypotheses and other aspects of the current program. It should be noted that this report is not an evaluation of the success or failure of a FL/SE program or the teachers involved in FL/SE instruction. Indeed, the word "program" is hereafter used only in a loose sense since earlier research indicated that planned programs are not common before the secondary level. Rather, the purpose is to report on what aspects of the current instruction students like, and what changes they recommend for its improvement.

In summary, the study was aimed at achieving two main objectives. First, it should aid in the development of a meaningful and effective curriculum, one which is temporally gauged to the needs of the students at each grade level. Second, it should provide feedback to the educators involved regarding subject coverage, students' topic needs, and methods by which information might be conveyed to the students more effectively.

II. RESEARCH METHOD

SAMPLE OF STUDENTS

Secondary Schools:

Five secondary schools were selected for participation in the survey. The school selection procedure was not truly random, since it was determined that the survey should include representation from each of the four areas in York County. Computer-generated enrolment lists of each of the five schools chosen were numbered. A table of random numbers was then used to select a representative sample of 28 students from each school, 14 females and 14 males from each of grades 10 and 12. To eliminate the necessity of obtaining parental consent for the participation of twelfth graders, students under 18 were not included.

Each list of students was then sent to the apropriate school. Principals were requested to select the first 11 females and 11 males who, 1) had been enrolled in a York County school for at least two years, and 2) had reasonably good attendance records. These selection criteria reflected the decision that students who had attended a reasonable number of classes over a period of time would be best qualified to assess the FL/SE instruction. Once this sampling procedure was completed parental and student consent forms were distributed.

Elementary Schools:

Two elementary schools were randomly selected from each area in York County for a total of eight schools. Complete enrolment lists were not available at the Board office; therefore, subject selection was carried out in the individual schools

by the principals. Principals were instructed to select seven boys and seven girls from each of grades 6 and 8 to participate in the survey. They were also requested to ensure that the sample was random and that the two selection criteria listed above were met. Upon completion of the sampling procedure, parental consent forms were distributed.

Each parent and grade 12 student received a letter which informed them of the Board's approval of the proposal to survey students, the purpose of the study, the manner in which subjects were selected, and the time required to conduct each session, and requested their permission to include their child in the survey. Parents who agreed to their child's participation were then asked to sign the consent form attached and return it to the school. Similarly, grade 12 students were asked to indicate their willingness to participate by signing the sheet attached. In total, 112 letters and consent forms were distributed to parents of students in each of grades 6 and 8, 110 to parents of tenth grade students and 110 to students in grade 12.

To allow for scheduling difficulties and refusals, 48% more forms were distributed than were required. That is, it was hoped a minimum of 75 students from each grade level would participate. The actual number of students surveyed was somewhat disappointing, at least at the secondary level. Sample size was 76, 75, 48 and 60 for grades 6, 8, 10, and 12, respectively, or approximately 86% of the total anticipated response. The poor response received from the secondary students may be attributable to two factors: the fact that their survey

was conducted during the last week of May and first week of June when most students were occupied with preparation for examinations and also that, as several students suggested, they felt they had little information to offer as they had not any FL/SE instruction since elementary school.

MATERIALS

The survey was divided into three parts. The first part consisted of a 20-item questionnaire, some items requiring a series of responses. The questions requested student opinion on the time spent on and the effectiveness of current FL/SE programming, the timing and depth of coverage, instructional methods, and asked for any suggestions students might have concerning program improvement.

The content of the first 14 questions was identical for all students, but the terminology was simpler on the elementary students' form. Questions 15 to 20 required subjects to respond to a list of topics. The topics chosen for each grade level are a representative sample of topics teachers reported having taught to that grade level (Burnham, 1978). No attempt was made to select those topics most frequently taught, according to teachers' reports, since this study assumed that topic frequency may not necessarily correspond to the students' needs for information. Copies of Questions 1 to 14 for elementary and secondary students are presented in Appendix A and B, respectively. Questions 15 to 20 for all grades are provided in Appendix C.

The second part of the survey, called the "Take Home" portion, consisted of

three questions which asked students to comment on how FL/SE programming could be improved, to identify topics, questions and concerns they would like to have covered, and to list any problems or suggestions concerning their instruction or any expansion of the program. The elementary and secondary forms of the Take Home differed in that the elementary questions were more explicit in the type of answer required. It was hoped that students would not only take some time to think about their answers, but also that they would use this sheet to offer any other comments which they might be reluctant to give in a face-to-face encounter. Replicas of the Take Home portion for the elementary and secondary students appear as Appendix D and E, respectively.

Finally, the "Interview" portion did not require any written responses. Rather, it consisted of a very informal and totally voluntary comment or suggestion period which followed the written portion of the survey. Simply stated, students were invited to remain after the instruction had been given for the Take Home portion and were asked to offer any other comments or suggestions they wished to make. The only initiatives given by the researcher during this part of the session were questions of clarification or in the case where students described the type of program they would prefer, they were questioned as to what general areas they felt should be given priority.

PROCEDURE

All materials were supplied by the researcher. The respondents were surveyed in small groups of anywhere from one to six people. While the preferred group

size was two to four people, because of the time constraints - the survey was conducted near the close of the school year - students were interviewed as they became available. With the exception of one session, the groups were homogeneous with respect to sex and grade.

At the beginning of each session students were given a "working" definition of "Sex Education" or "Family Life Education". They were instructed that these terms were to be considered interchangeable. FL/SE was defined as all those topics which involved human relations and communication; human sexuality, personal development, and interpersonal relations. They were informed of the types of topics that did not seem to fit into these categories which were also included in the definition (e.g., drugs). To ensure that this rather loose definition was not misunderstood, participants were informed that other topics covered in Health Education classes, etc., such as nutrition, were not included under the FL/SE heading. Also, before any specific instructions were given, the purpose and general format of the survey was reviewed.

Students were reminded not to put their names on their papers and were assured that no other form of coding by which they could later be identified would be carried out. Before the forms were distributed, the form of questioning was explained. Since Questions 15 to 20 could cause some response confusion, students were shown, by example, how they should respond if they had covered the topic and if they had not.

It was anticipated that students would be reticent to offer suggestions which might reflect on them personally; therefore, students were asked not just to comment from their own classroom experience, but also to report suggestions their peers would make. Since students might be reluctant to admit they did not know what a particular term meant, it was pointed out that although the terminology used might be unfamiliar, the meaning probably was not. They were therefore encouraged to ask so that no confusion would result.

For the Take Home questions, students were instructed to place completed forms in a plain envelope provided by the researcher and to deposit these in a receptacle provided for this purpose in the school office. In this way, there could be no anxiety about anyone at their school knowing what they had written.

Each session required about 35 to 50 minutes. At the completion, students were thanked for their participation and rejoined their regular classes.

STUDENT RESPONSE

Students, without exception, were extremely co-operative and took their task quite seriously. In all the data collected, only two facetious comments were found. Many students, in fact, seemed quite flattered that their opinions were being sought, and a few of them even expressed gratitude on the Take Home at having been included.

Most students had no difficulty in comprehending or completing the forms. Any difficulties which arose during the session were cleared up immediately on an individual basis.

PARENTAL RESPONSE

Five telephone calls were received from parents in response to the letters requesting consent. Their questions irvolved the time required for the survey, the nature of the questions and the form of response required. All questions seemed to be answered to their satisfaction and each stated that his/her consent was forthcoming. No negative feedback was received from any parent subsequent to their child's participation. One parent commented (on the consent form) that she thought a survey of students was a very good idea and wondered why it was not carried out for other subjects.

PRESENTATION OF THE RESULTS

All numerical data were tabulated and the appropriate descriptive statistics were calculated. Student comments and suggestions were catalogued and frequencies were recorded.

The remainder of the report is divided into five main sections (III - VII). Parts III and IV present findings, elementary and secondary respectively, on the students' perceptions of the current status and effectiveness of FL/SE programming.

Section V provides more information on specific topics and questions with which students at each grade level are most concerned. Section VI of the report provides an assessment of instructional methods commonly used, students' opinions on the problems associated with FL/SE instruction in general, and specific recommendations for more innovative methods. Finally, the last section gives a brief review of the findings, and reports students' opinions on the organization, emphasis and scope of FL/SE programming.

Since the last three sections deal with possible improvements and student recommendations, which apply to FL/SE programming as a whole, no elementary-secondary distinction is made. Although data collected from individual grades are discussed individually where appropriate, the findings are grouped according to the various aspects of programming discussed, rather than student groups. The findings, presented in this way, can be more readily applied to the creation of a program which reflects the developmental needs of students at each grade level.

III. RESULTS OF THE EIGHTH AND SIXTH GRADERS' SURVEY

CURRENT STATUS OF FL/SE PROGRAMMING

A major purpose of this survey was to determine how well, according to students, their needs were being met by current FL/SE programming. While several items in the survey provide inferential data, Item 11 required students to respond to this question directly. Students were asked to assess the extent to which their FL/SE instruction had met their needs for information. In order to highlight grade and sex differences, each level of response (A - D) was assigned a numerical value of "4" to "1", so that means could be calculated. These assessments are summarized in Table 1.

TABLE 1 Mean * response of students, by grade, sex and the level of instruction, to the question 'How well has your sex education instruction provided the information you need to know?' (Question 11)

	Assessment of all students surveyed		Assessment of only those students who reported having received instruction	
Sex	GRADE 6	8	GRADE 6	8
Male	2.03	2.51	2.69	2.77
Female	1.97	2.80	2.80	2.80

* 4 = Completely (A)
3 = Adequately (B)
2 = Less than adequately (C)
1 = Not at all (D)

Since 66% of the sixth grade boys, 57% of the sixth grade girls and 9% of the eighth grade boys reported having received no FL/SE instruction, two sets of statistics are presented for each level of the grade and sex factors, one summarizing the data from all students surveyed and the other providing information on only those students who reported having received some instruction in the current year. In this way, it is possible to gain some sense of how well FL/SE programming has met the needs of students in general, and how effective the instruction has been in providing relevant information.

Not surprisingly, when the responses of all students, including those who did not report having been given any FL/SE, are considered, sixth grade instruction was found to be inadequate in meeting the needs of the students, (see Table 1). Since most eighth graders had received instruction, their assessment was much higher. Most of the students at both grade levels who had received SE instruction, although they did not think the instruction had met their needs completely, for the most part, judged it as adequate for their needs (the median score for each of the four cells on the right-hand panel of Table 1 was "B", "Adequately"). For the latter group, while there was still a tendency for sixth grade boys to be less satisfied with their instruction, no significant age or sex difference was found.

Since FL/SE instruction had not reached a great number of students, the program, in general, was found to be inadequate in meeting their needs, notably those in grade 6. Student assessment of the FL/SE instruction given, however, was more encouraging. Students who had been given instruction

judged it to be adequate in providing the information they needed to know. While these data indicate that current levels of instruction are not sufficient to meet the needs of the students completely, the most conspicuous problem is the absence of any instruction (according to student reports), particularly at the sixth grade level.

In addition to assessing their current level of instruction, students were required to indicate to what extent they would benefit from having more FL/SE classes. Their responses are presented in Table 2.

TABLE 2 Average * elementary student response to the question 'To what extent do you feel you would benefit from sex education or family life classes?' (Question 7)

	GRADE LEVEL	
Sex	6	8
Male	3.18	3.11
Female	3.14	3.07

* 4 = A great deal (A)
3 = A fair amount (B)
2 = A little (C)
1 = Not at all (D)

As an inspection of Table 2 reveals, students at both grade levels felt they would benefit "a fair amount" from more FL/SE classes.

Taken together, response to Items 7 and 11 suggests that while students who experienced instruction judge their SE programming to be adequate, it does not meet their needs completely and thus, there is a general consensus that they would benefit from more instruction. In an attempt to gain a clearer understanding of which aspects of the current program are wanting, four areas were examined in some detail. These were: time spent, topics covered, timing and depth of coverage.

TIME SPENT ON FL/SE PROGRAMMING

While time spent, as Burnham (1978) observed, is perhaps not the best indicator of how well programming needs are being met, it does provide an external measure of what is being done and where priorities lie for the various grade and sex groups. In order to obtain an estimate of the time spent in each of the grades 5 to 12, subjects were requested to estimate the time their class had spent in the current year (Question 3) and in the previous year (Question 4) on FL/SE programming. These data are presented in Table 3.

TABLE 3 Average * number of hours spent on FL/SE per year grouped by elementary grade level and sex (Questions 3 and 4)

	GRADE LEVEL			
Sex	5	6	7	8
Male	0	0	4	6
Female	0	1	5	9

* Median

It will be noted that the median, rather than the mean (arithmetic average), was used to express central tendency for these data. The mean is not appropriate since the distribution of time estimates was positively skewed. That is, a few students reported a great number of hours which pulled the mean in their direction and resulted in an inflated overall estimate of the time spent on FL/SE. On inspecting Table 3, it should be recalled that it is an average of the number of hours spent on FL/SE which is being reported; therefore, the Table should not be read as indicating that the number of hours at the fifth grade level was "0" in the absolute sense. Rather, the Table indicates what was the case for the majority of the students surveyed.

An examination of Table 3 reveals two basic trends. First, the time given to FL/SE instruction increases as a function of grade level, from an average of

0 at grade 5 to 7.5 at grade 8. Second, the amount of instruction given is related to the sex of the student, with fifth to eighth grade girls' estimates of time spent being 50% greater than those of boys at the same grade levels. This disproportion is perhaps not surprising in light of the earlier pubescence for girls, and is in accordance with the finding that several topics (e.g., menstruation, parent-child relations) are more likely to be included in the grades 6 to 8 girls' curriculum than the boys' (Burnham, 1978).

TOPICS COVERED

Each grade group was presented with a list of topics and was asked to indicate which ones had been taught (Question 15). The number of students who reported having covered each topic was tabulated. These data were then collapsed across topics and a mean percentage figure for each grade by sex group was calculated. These results are presented in Table 4.

TABLE 4 Mean percentage of students who report having covered their grade's list of topics (Question 15)

	GRADE LEVEL		
Sex	6	8	Both
Male	24	53	38
Female	42	70	57
Both	33	62	49

It is not the purpose of this paper to present a detailed report of specific topics. Indeed, the list of topics provided each grade level was by no means exhaustive, but merely a representative sample of the topics teachers report having taught to those grade levels (cf. Burnham, 1978). Rather, student assessment of specific topics was included to obtain information on the timing and depth of FL/SE instruction in general, and to gain some sense of the types of topics which are taught at these grade levels. For those interested in a more detailed account of program content, the relevant data for individual topics are presented for each grade by sex group in Tables 23 to 26 in Appendix F.

The greatest proportion of sixth grade students reported having covered topics which relate to social development:

	Males	Females
being accepted by others	38 %	63 %
child-parent relations	25 %	49 %
community standards of behavior	35 %	43 %
sibling relations	20 %	40 %

Beyond this, there was little agreement between the sexes on just what was taught. For girls, the other topics taught with relatively high frequency dealt with "the facts of life" (e.g., human sexual organs, puberty and menstruation - 43%). On the other hand, only a small percentage of grade six boys reported having dealt with these topics. This sex bias may reflect the often held notion that instruction should not be given before it is needed.

Viewed in this light, the bias is explicable in terms of the earlier onset of puberty in females. It is interesting that although the percentages are not large, the third and fourth most commonly taught topics for grade six males were alcohol and drug use and values and life styles. These topics were least likely to have been taught to girls.

Topics which the majority of students have covered by the grade 8 level are of two types: topics which deal with the "plumbing" or "facts of life" and those which are associated with social development or "how to relate to others and conform to society's standards". As with the sixth graders, girls are more likely than boys to have received instruction in both areas. The percentages of students having taken topics relating to the "facts of life" ranged from 80 to 98 % for the girls and 60 to 80 % for the boys. For social development topics the ranges were 37 to 88 % and 26 to 60 %, respectively. While the earlier pubescence for girls might be evoked to explain the sex bias in teaching the "facts of life" for the sixth graders, it is difficult to understand why teaching about relations would be of greater importance to female than male students.

A comparison of the sixth and eighth grade data reveals three basic developmental trends. First, there was an increase in the number of students receiving instruction on topics dealing with social development. Second, while the absolute number of students being taught social development increased, its relative importance diminished, with "facts of life" topics being most prevalent. An

examination of the data reveals a marked increase in the percentage of students who have dealt with topics associated with physical development, sexual differences, conception and birth. Third, there was a tendency for topics associated with the "avoidance of problems" to increase (e.g., alcohol and drug use) as a function of age.

Differential effects of sex were also found for this group of topics. Proportionately more girls than boys had received instruction on venereal disease and particularly birth control methods. It should be noted that while there is a very marked sex bias with respect to instruction in these topics, it is not restricted to them. Rather, as a general conclusion, girls simply spend more time on and cover more 'mainline' SE than do boys.

Burnham (1978) had elementary principals indicate how much priority they would give various topics dealt with in FL/SE in their schools. Topics which the majority of principals gave high priority for grades 6 to 8 are presented in Table 5. To facilitate a comparison of principals' assessments and actual coverage, the percentage of students at each grade level who reported having received instruction in these subjects is also provided.

TABLE 5 Comparison of topics given high priority by principals and the percentage of students who report having covered them.

GRADE LEVEL

Topic	% of principals giving a high priority rating	% of students covering the topic	
	6 - 8	6	8
1. Community standards of behaviour	65	39	32
2. Puberty	65	31	84
3. Being accepted by others	68	51	74
4. Parent-child relations	55	37	72
5. Sibling relations	68	30	4[illegible]
6. Menstruation	74	27	71
7. Alcohol and drug use	61	27	77

With the exception of two topics (Community standards of behaviour and sibling relations), there is a very good matching of principals' priorities and topic coverage as reported by eighth grade students. An examination of the percentages reported for sixth grade students suggests that topic coverage and principals' priorities are poorly matched. However, although the percentages of students who report having covered these topics are low relative to the eighth graders, they are high compared to the other topics assessed at this grade level. It will be recalled that the four topics relating to social development (Numbers 1, 3, 4, 5) were, in fact, the ones most frequently taught to sixth graders (see Tables 23 to 26, Appendix F). Thus, at least in a relative sense, topic coverage for sixth graders is in accord with principals' priorities.

It is interesting that, with respect to "Community standards of behaviour", the data suggest an inverse relation between principals' priority ratings and topic coverage. That is, whereas principals view this topic as being of greater importance with increasing grade level the present findings indicate a "tailing off" in the actual coverage of the topic. A comparison of trends in these two sets of findings are of limited usefulness for two reasons. First, the present study partitions the data by grade level, while Burnham (1978) used grouped grade divisions, i.e., K-2, 3-5, 6-8, 9-10, 11-13. Second, this survey provides cross-sectional data only.

Principals' priority ratings will be discussed again when students' topic suggestions are examined.

DEPTH OF COVERAGE

One of the main objectives of the current study was to determine if the depth of coverage was sufficient to meet students' needs. As previously mentioned, one of the most common complaints made by students is that too little information is given (Herold, 1975; Herold et al, 1974).

In order to obtain some feedback on the adequacy of FL/SE instruction in York County schools, two different survey items were included. One required a direct assessment of the depth to which each item on topic lists was taught (Question 17), the other asked to what extent the instruction given had answered the students' questions (Question 18).

While those interested can obtain a "rough" estimate of the depth to which individual topics were covered from Table 23 to 26 (Appendix F), the present discussion will deal with this aspect of FL/SE instruction only in a general sense.

Question 17 asked students to indicate whether topics had been taught in great detail, some detail, little detail, or only mentioned briefly. Medians were used to express averages for individual topics (see Tables 23 to 26, Appendix F). However, in order to highlight any differential effects of grade and sex, numeric values were again assigned to each level of response and a grand mean was calculated for all items on the topic list for each grade by sex group interaction. These figures are presented in Table 6.

TABLE 6 Mean * values of elementary students assessment of the depth to which topics were covered as a function of grade and sex. (Question 17)

	GRADE LEVEL	
Sex	6	8
Male	2.8	2.9
Female	2.9	3.0

* 4 = Great detail (A)
3 = Some detail (B)
2 = Little detail (C)
1 = Only mentioned briefly (D)

The size of these mean values was unanticipated. While few reported having been taught in "great detail", the majority indicated "some detail". Neither the grade level nor the sex of the respondents was a factor.

Question 18 is an extension of question 16 requiring students to give their FL/SE instruction more specific consideration. Arithmetic mean values of students' responses were calculated in the same way as those above, with the exception that numerical values from "5" to "1" were required to accommodate the five-choice nature of the available responses to this question. These means for all grade by sex combinations are presented in Table 7.

TABLE 7 Mean * values of elementary students' responses by grade and sex, of the extent to which the instruction given had answered their questions. (Question 18)

	GRADE LEVEL		
Sex	6	8	Both
Male	3.1	3.4	3.2
Female	3.4	3.7	3.6
Both Male and Female	3.2	3.6	3.4

* 5 = All (A)
4 = Most (B)
3 = Some (C)
2 = Few (D)
1 = None (E)

Generally, these data confirm the aforementioned finding that the current level of instruction in FL/SE is at least minimally adequate to meet the needs of students. Closer examination of Table 7 reveals two basic trends in the data. First, females, at both grade levels, are more likely to receive in-depth instruction than their male peers. Second, the extent to which the instruction will provide answers to pertinent questions increases as the grade level increases. It is not surprising, therefore, that grade eight girls rated their instruction most favourably, and sixth grade boys judged it least favourably. Further, with the exception of the grade 6 boys, the most frequently given response by all participants was "B"; that is, that the instruction had answered "most" of their questions, (see Tables 23 - 26, Appendix F).

It is probably no coincidence that this pattern of results correlates highly with that reported for the amount of time spent on FL/SE instruction. Of the sixth grade boys who had covered any or all of these topics, the average number of hours spent was two per year; averages were substantially greater for the three other subject groups.

In light of the previously reported absence of planned programs, it is perhaps surprising that the data do not provide much support for the notion that the depth/detail of current instruction is insufficient to meet the needs of the students. While students did not give the instruction the highest rating possible, there was general agreement that instruction was given in at least some detail and that it was sufficient to answer most of their questions. Students'

comments on the Take Home and Interview portions of the survey confirm this general impression. However, as will be discussed in a subsequent section of this paper, they did note exceptions relating to topics of particular concern to them.

TIMELINESS OF INSTRUCTION

The hypothesis that there is little correspondence between the time at which instruction is needed and the time it is actually given was addressed in two ways. First, students were asked to report at what grade level they had received instruction on each topic (Question 16) and at what grade level they felt that instruction should have been given to be most useful (Question 18). A comparison of these two findings then should reveal any discrepancy between instructional realities and instructional needs, thus providing at least inferential data on the question of the apparent timeliness of the current program. Second, in order to obtain evidence on this problem, students were asked to directly assess the instruction of each topic as having occurred at the right grade level, too late, or too early (Question 19). In accordance with our alternative hypothesis, it was expected that both sets of data would support the notion that SE instruction is given "too late" to be useful.

The mean grade levels at which topics were taught and "should have been taught" are exhibited in Tables 31 to 34, Appendix G. As before, individual topics will not be discussed in any detail in this section of the paper; rather, most discussion will involve grand means as shown in Table 8.

TABLE 8 Comparison of mean grade levels at which each grade's list of topics were taught and should have been taught as a function of grade and sex (Questions 16 and 20)

	GRADE LEVEL			
	6		8	
Sex	Actual Grade Level	Recommended Grade Level	Actual Grade Level	Recommended Grade Level
Male	5.1	5.7	7.4	6.9
Female	5.6	5.5	7.3	6.4
Both Male and Female	5.3	5.6	7.3	6.6

As an inspection of Table 8 indicates, contrary to expectation, sixth graders did not recommend that the topics on their list should be taught any sooner than they were. In fact, this assessment held for all topics, without exception, for the sixth grade males, and for the majority of topics for their female counterparts. It is interesting that the topics which the grade 6 girls felt should have been covered earlier were all the topics associated with social development and conception and birth.

The pattern of results was somewhat different for the eighth graders. While the differences between actual and recommended grade levels for the topics were not large, they do suggest that these older students are less likely to be satisfied with

the timing of instruction than are the sixth graders. Almost without exception, the eighth graders felt each topic could have been taught a little earlier. For the boys a discrepancy between the actual and recommended grade levels greater than one year was found in only four topics. (see Tables 31 to 34, Appendix G). These topics were human sexual organs, being accepted by others, child-parent relations and sibling relations. It is noteworthy that all but one of these topics relate to social development, the other being associated more with "mainline" SE. For the girls, the latter discrepancy was found for seven topics: four relating to social development (community standards of behaviour in addition to the three listed above); the rest dealing with the "facts of life" and "avoiding problems" (puberty, venereal disease, mental health and managing stress). Outside of the aforementioned topics, there was very little difference between the eighth graders' recollection of when instruction had been given and their recommendation as to when it should be given.

While the timing differences for the eighth graders are not large, it is notable that the sixth graders' data did not display the same pattern of results. One possible explanation of this interaction of grade level and student assessment of the timing of instruction is that some acceleration of the FL/SE program has occurred over the last two years, so that sixth graders enjoy a better matching of instruction to needs than do eighth graders. This interpretation gains support from an examination of the first 12 items, on Tables 31 to 34, Appendix G, which are identical for both grades. It is readily apparent that the actual grade levels at which these topics were taught, according to the students surveyed,

are lower for the sixth graders. Thus, to the extent that students' memorial accuracy can be trusted, FL/SE instruction is now occurring at earlier grade levels, possibly as a result of outside intervention - a Hawthorne Effect from the Burnham (1978) survey? On the other hand, the latter acceleration may simply reflect a tendency to report the most recent time the topic was covered.

A difference in the data collection procedures used for Question 16 and 20 may limit the usefulness of these actual - recommended grade level comparisons. Whereas all participating students were invited to suggest an appropriate grade level at which each topic should be taught, only those who had received instruction could report the actual grade that instruction was given. While it is unclear what effect this sampling difference might have on the results, Question 19 was included to provide supplementary data on the temporal appropriateness of the instruction.

Question 19 required students to assess the timing of instruction. The percentage of students who responded to each of the three possible assessment choices for each topic is presented in panel 3 of Tables 31 - 34, Appendix G. For the most part, the pattern of results for specific topics conforms to that found with the preceding comparison data, and although there are a few exceptions, individual topics will not be discussed. The mean response percentages for each grade by sex combination on each grade level's topic list are shown in Table 9.

TABLE 9 Mean percentage of elementary students, by grade and sex, who judged the introduction of topics to be:

A = At the right grade level
B = Too late
C = Too early

GRADE LEVEL

Sex	6			8		
	A	B	C	A	B	C
Male	50	40	10	60	34	6
Female	74	23	3	50	49	1
Both Male & Female	62	32	6	55	42	3

Contrary to the original prediction, the majority of students judged most topics to have been taught at the appropriate grade level. It is interesting, however, that almost none of the students felt their instruction had been "too early", and that, a relatively large minority of students did think that instruction could have been given earlier. The discussion of students' priorities in a later section of this paper may help to shed some light on this result.

IV. RESULTS OF THE TENTH AND TWELFTH GRADERS' SURVEY

CURRENT STATUS OF FL/SE PROGRAMMING

Students were asked to assess how well the FL/SE instruction they had experienced had met their needs for information (Question 11). In order to highlight group differences, each of the four response levels (A - D) was assigned an integer value from "4" to "1", respectively, and means for each grade by sex combination were calculated. These data are summarized in Table 10.

TABLE 10 Mean * response of students, by grade and sex, to the question 'How well has the sex education instruction you have been given so far met your needs for information?' (Question 11)

	GRADE LEVEL	
Sex	10	12
Male	2.68	2.87
Female	2.69	2.61

* 4 = Completely (A)
3 = Adequately (B)
2 = Less than adequately (C)
1 = Not at all (D)

The pattern of response is similar to that found for the elementary students. Although students did not think their instruction had met their needs "completely", they did judge it as adequate. (The median response in each cell was "B",

"Adequately".) It should be noted that 32% of the tenth grade males had not received any FL/SE instruction in secondary school. Indeed, this factor seems to have had a significant effect on their assessments. When only the responses of students who reported having had FL/SE instruction in the last two years are considered, their mean assessment is 3.0.

While age and sex differences are not large, the data do show that female students tend to be less satisfied with their instruction than male students. Findings discussed in the subsequent section of this report suggest that their lower assessments do not reflect their dissatisfaction with FL/SE instruction as a whole, but rather, the fact that some topics of particular concern were not generally included in their instruction.

Students were also asked to indicate to what extent they would benefit from a more extensive course in FL/SE (Question 7). Their mean responses are presented in Table 11.

TABLE 11 Average * secondary student response to the question 'To what extent do you feel you would benefit from a more extensive course in sex education?' (Question 7)

	GRADE LEVEL	
Sex	10	12
Male	3.21	2.96
Female	3.24	3.31

* 4 = A great deal (A) 3 = A fair amount (B)
2 = A little (C) 1 = Not at all (D)

An inspection of Table 11 reveals that most respondents thought they would benefit "a fair amount" from a more extensive FL/SE program. In summary, responses to Items 7 and 11 suggest that while FL/SE programming was sufficient to meet students' needs for information, they felt they would benefit from some additional instruction. In order to provide a more detailed account of the current status of FL/SE programming, four areas of the program were investigated. The areas were time spent, topics covered, timing and depth of coverage.

TIME SPENT ON FL/SE PROGRAMMING

Students were required to estimate the time spent on FL/SE programming in their classes in the current year (Question 3) and in the previous year (Question 4).

The validity of using "time spent" as a criterion for the effectiveness of FL/SE programming and the suitability of median scores for the description of these data were discussed in Section III. The median number of hours given to FL/SE instruction for each grade by sex combination are presented in Table 12.

TABLE 12 Average * number of hours spent on FL/SE per year grouped by secondary grade level and sex (Questions 3 and 4)

	GRADE LEVEL			
Sex	9	10	11	12
Male	2	2	3	6
Female	8	5	13	15

* Median

As an inspection of Table 12 indicates, grade level and sex are both factors in determining the time given to FL/SE programming.

Students reported spending twice as much time on FL/SE instruction in grade twelve as in grade nine. Additionally, female students' estimates were three times larger than those given by male students. The data therefore display developmental trends parallel to those found for the elementary respondents.

The greater number of instructional hours at the higher grade levels may be accounted for by the availability of a "Family Studies" course in at least one of the schools surveyed. The differential effect of the sex of the respondent on the time spent, is not as readily interpretable. While the greater amount of time given to FL/SE for elementary girls was explained by their earlier pubescence, it is unclear why this disproportion should persist at the secondary level.

TOPICS COVERED

Each student was presented with a list of topics and asked to indicate which ones had been covered in their classes (Question 15). The mean percentage of students in each grade by sex group who reported receiving instruction in their list of topics is shown in Table 13.

TABLE 13 Mean percentage of students who report having covered their grade's list of topics (Question 15)

GRADE LEVEL

Sex	10	12	Both
Male	59	55	57
Female	64	55	59
Both	62	55	58

As Table 13 indicates, virtually no age or sex differences were found, and the majority of students reported having covered most topics.

For the reasons outlined in Section III, coverage of specific topics will not be discussed in any detail. For those interested, however, a more detailed account of the percentage of students who reported having received instruction in each topic is presented in Tables 28 to 31, Appendix F. For the present report only a summary of topic areas most frequently taught will be provided.

The topics which the majority of tenth graders report having been taught relate to two main subject areas: "the facts of life" (e.g., conception and birth) and "preventing problems" (e.g., birth control methods, alcohol and drug use). There were no significant differences between boys' and girls' reports. There was

a slight tendency for female students to receive more instruction in "the facts of life" and for males to be given more information relating to the prevention of problems.

For the twelfth graders, the topics which were covered by most students were of three varieties: the prevention of problems, social adjustment and interpersonal relations, and marriage and child care. The patterns of response were strikingly similar for male and female students, therefore only the exceptions will be noted. Males were more likely to receive instruction in the legal aspects of marriage and marriage breakdown and counselling. Female students, on the other hand, according to their reports, had received more instruction in the following: the unmarried mother, dating and going steady, and being accepted by significant others.

Secondary principals surveyed by Burnham (1978) were provided with a list of topics and requested to indicate how much priority they would give to each for grades 9 - 10 and 11 - 13. To facilitate a comparison between these ratings and the student reports on the actual coverage of these subjects, the topics which the majority of principals gave high priority ratings for each grade group and the percentage of students at each grade level who reported having received instruction in them are presented in Table 14.

TABLE 14 Comparison of topics given high priority by principals and the percentage of students who report having covered them

Topic	% of Principals giving a high priority rating		% of Students covering the topic	
	GRADE LEVEL			
	9 - 10	11 - 13	10	12
1. Conception and birth	82	11	89	-
2. Human sexual organs	50	0	96	-
3. Puberty	78	14	86	-
4. Being accepted by significant others	67	44	33	80
5. Venereal disease	91	86	81	82
6. Parent-child relations	67	67	-	62
7. Sibling relations	80	56	-	20
8. Menstruation	70	13	86	-
9. Alcohol and drug use	91	63	67	-
10. Family planning concept	30	50	-	70
11. Birth control methods	40	50	79	81
12. Community services	67	60	-	47
13. Dating and going steady	64	25	39	76

Note: For the students' reports, a stroke signifies that the particular item was not included in that grade's topic list.

There is a generally good matching of principals' priorities and students' reports on topic coverage. Two exceptions, however, are noted for the tenth grades. First, whereas 79% of grade 10 students recall having received instruction in birth control methods, less than 50% of principals recommended the topic be given high priority at this grade level. Second, only 39% of tenth graders said the class had discussed dating and going steady, a topic which 64% of principals gave a "high" rating.

For the twelfth graders, while only 50% of the principals surveyed gave family planning and birth control methods high priority, 70% and 81%, respectively, of the students, reported having received instruction in these topics. On the other hand, although only 20% of the grade 12 students recall having discussed sibling relations, the majority of principals gave this topic a "high" rating for grade 11 - 13.

Notwithstanding these exceptions, a high correlation exists between principals' priorities and actual topic coverage as reported by students.

DEPTH OF COVERAGE

The hypothesis that the depth of FL/SE instruction is insufficient to meet the needs of students was examined in the same way as outlined for the elementary students' results. Again, depth of coverage will be discussed only in a general sense. For those interested in individual topic coverage, Tables 27 to 30, Appendix F, may provide a starting point for their investigation.

Students were asked to assess the depth to which topics were taught (Question 17). While median scores were used to describe central tendency for individual topics (see Tables 27 - 30, Appendix F), for the summary table, each level of response was assigned a numerical value to facilitate specific comparisons among grade by sex groups. The "depth" rating for all topics for each group is shown in Table 15.

TABLE 15 Mean * values of secondary students assessment of the depth to which topics were covered as a function of grade and sex. (Question 17)

	GRADE LEVEL	
Sex	10	12
Male	2.6	2.7
Female	2.7	3.0

* 4 = Great detail (A)
3 = Some detail (B)
2 = Little detail (C)
1 = Only mentioned briefly (D)

The size of the mean values and the general pattern of response are essentially identical to those found for the two elementary grades. Whereas students did not report that topics had been taught in "great detail", there was general agreement that instruction had been given in "some detail". Sex and grade

There is a generally good matching of principals' priorities and students' reports on topic coverage. Two exceptions, however, are noted for the tenth grades. First, whereas 79% of grade 10 students recall having received instruction in birth control methods, less than 50% of principals recommended the topic be given high priority at this grade level. Second, only 39% of tenth graders said the class had discussed dating and going steady, a topic which 64% of principals gave a "high" rating.

For the twelfth graders, while only 50% of the principals surveyed gave family planning and birth control methods high priority, 70% and 81%, respectively, of the students, reported having received instruction in these topics. On the other hand, although only 20% of the grade 12 students recall having discussed sibling relations, the majority of principals gave this topic a "high" rating for grade 11 - 13.

Notwithstanding these exceptions, a high correlation exists between principals' priorities and actual topic coverage as reported by students.

DEPTH OF COVERAGE

The hypothesis that the depth of FL/SE instruction is insufficient to meet the needs of students was examined in the same way as outlined for the elementary students' results. Again, depth of coverage will be discussed only in a general sense. For those interested in individual topic coverage, Tables 27 to 30, Appendix F, may provide a starting point for their investigation.

Students were asked to assess the depth to which topics were taught (Question 17). While median scores were used to describe central tendency for individual topics (see Tables 27 - 30, Appendix F), for the summary table, each level of response was assigned a numerical value to facilitate specific comparisons among grade by sex groups. The "depth" rating for all topics for each group is shown in Table 15.

TABLE 15 Mean * values of secondary students assessment of the depth to which topics were covered as a function of grade and sex. (Question 17)

	GRADE LEVEL	
Sex	10	12
Male	2.6	2.7
Female	2.7	3.0

* 4 = Great detail (A)
3 = Some detail (B)
2 = Little detail (C)
1 = Only mentioned briefly (D)

The size of the mean values and the general pattern of response are essentially identical to those found for the two elementary grades. Whereas students did not report that topics had been taught in "great detail", there was general agreement that instruction had been given in "some detail". Sex and grade

level were not significant factors; however, there was a slight tendency for grade 12 females to report greater depth of coverage than the other three grade by sex groups.

Question 18 required students to consider not only the depth but relevancy of the instruction they had been given. Again, students' assessments of individual topics are provided in Tables 23 - 26, Appendix F. Mean values for each group, calculated in the manner outlined for the elementary students, are presented in Table 16.

TABLE 16 Mean * values of secondary students' responses, by grade and sex, of the extent to which the instruction given had answered their questions (Question 18)

	GRADE LEVEL		
Sex	10	12	Both
Male	3.3	3.2	3.2
Female	3.4	3.4	3.4
Both	3.4	3.3	3.3

* 5 = All (A)
4 = Most (B)
3 = Some (C)
2 = Few (D)
1 = None (E)

The data lend support to the previously discussed findings concerning the depth of coverage. That is, there is general agreement that the level of instruction was at least adequate to meet the needs of the students. The most frequently given response by all participants, with the exception of the grade twelve males, was "B" (i.e., that the instruction had answered "most" of their questions).

In summary, the hypothesis that the depth of instruction was insufficient to meet the needs of the students was not supported by the data. For the most part, it was reported that the coverage was not only adequate to meet their needs for instruction, but that it was sufficient to answer most of their questions.

TIMELINESS OF INSTRUCTION

As described in Section III, data on the timeliness of instruction was obtained in two ways, by comparing students' responses to Questions 16 and 18, and by examining their answers to Question 20. For reasons previously stated, a discussion of the students' assessment of the temporal appropriateness of individual topics is omitted, but is available, for those interested, in Tables 35 - 38, Appendix G.

Table 17 shows the mean grade level at which students in each grade by sex group recall having been taught the list of topics and the grade level they would recommend those topics be taught to be most useful.

TABLE 17 Comparison of mean grade levels at which each grade's list of topics were taught and should have been taught as a function of grade and sex (Questions 16 and 20)

	GRADE LEVEL			
	10		12	
Sex	Actual Grade Level	Recommended Grade Level	Actual Grade Level	Recommended Grade Level
Male	8.8	8.2	10.7	10.0
Female	8.5	7.6	11.1	9.9
Both	8.6	7.8	10.9	9.9

As an inspection of Table 17 reveals, both tenth and twelfth grade students recommend that instruction in most topics be given earlier than it is. Small sex differences were also found, with female students being more likely to be dissatisfied with the timing. However, contrary to the original hypothesis, the overall differences between actual and recommended grade levels are not large.

For the tenth grade males, for none of the topics was the discrepancy between actual and recommended grade level greater than one year (see Tables 35 - 38, Appendix G). For the grade ten girls, a discrepancy of one year or more was found for five topics: two relating to human sexuality and three to social adjustment. The actual vs. recommended grade level difference was greater than one year for

seven of the twelfth grade male students. These topics were representative of three general areas of program content: interpersonal relations, the prevention of problems, and psychosocial development. Discrepancies of greater than one grade level, however, were most common with the grade 12 females. These students felt that, with the exception of the nine topics relating to marriage and child care, and birth control/family planning, the other 13 topics should have been taught earlier. This finding, therefore, tends to support the hypothesis that FL/SE instruction is given "too late" to be useful. However, because sampling differences in the data collection procedures used for Questions 16 and 20 limit the usefulness of these data, no conclusion should be drawn before student response to Question 19 is examined. Before the findings from Question 19 are presented, another feature of the data on actual vs. recommended grade placement should be discussed.

One possible explanation of the greater number of actual vs. recommended grade level differences with the older students is suggested by an observation made with the secondary as well as the elementary students (see Section III). That is, there appears to have been a recent acceleration of FL/SE programming, so that, for the younger students, instruction is more likely to be given at an appropriate time.

An examination of the topics which are identical for both grade levels lends support to this interpretation. A comparison of the grade levels at which these topics were taught shows that, without exception, the tenth graders received

their instruction as much as four years earlier than the twelfth graders. Thus, if students' recollections are correct, FL/SE instruction of several topics is now given at earlier grade levels. While two possible explanations were suggested, the reason for this acceleration is unclear. What is clear, however, is that the timing of instruction is much better suited to the needs of the students at the lower grade levels.

Question 19 required students to decide whether their instruction had been given at the right grade level, too late, or too early.

The percentage of students selecting each response level for individual topics is presented in panel 3 of Tables 35 - 38, Appendix G. Individual topics, however, will not be discussed. An examination of the Tables indicates that several of the topics for which the discrepancy between the actual and recommended grade level had been greater than one year were nonetheless judged as having been taught "at the right grade level". Thus the reliability of these data are called into question. It is not clear why these data should present a more favourable picture of the timing of instruction than did the previous findings. However, the summary data confirm this impression. The mean response percentages for each grade by sex groups' list of topics are provided in Table 18.

TABLE 18 Mean percentage of secondary students, by grade and sex, who judged the introduction of topics to be:

A = At the right grade level
B = Too Late
C = Too early

GRADE LEVEL

Sex	10			12		
	A	B	C	A	B	C
Male	60	28	12	63	26	11
Female	50	40	10	54	43	3
Both	55	34	11	57	36	7

As Table 18 shows, these data do not support the original contention that instruction is given "too late" to be useful. The majority of students at both grade levels felt that most topics had been taught at the appropriate grade level. In view of these data and the fact that some acceleration of instruction is apparently already occurring, with the exception of certain topics, the timing of instruction in general does not appear to be as serious a problem to FL/SE program development as was originally hypothesized. The subsequent discussion of student topic priorities should shed some light on these exceptions.

V. TOPICS AND QUESTIONS GIVEN HIGH PRIORITY BY STUDENTS

As well as gathering information on current levels of instruction, one important aspect of the present research was to identify at least some of the topics and concerns students feel should be discussed at their particular grade level. If the time at which specific topics were introduced was standardized this information could be obtained from an examination of the depth and timing of instruction assessments given by students. However, these data were collected to gain a general impression of the adequacy of instruction, and, as previously pointed out, are of limited usefulness in a discussion of specific topics. Since this problematic aspect of the data was foreseen, students were encouraged both in the Take Home and Interview portions of the survey to suggest topics and/or questions which they think should be dealt with at their current grade level. Many of these suggestions were also given in response to Question 12.

The following is a list of topics, grouped by general area, most frequently suggested for instruction by sixth grade students:

- puberty
- male/female anatomy
- pregnancy
- conception
- dating
- getting along with others/being accepted by others
- getting along with family
- alcohol and drug use

Of these, the three topics most frequently suggested were alcohol and drug use, conception and puberty. The topics fall into three main categories, the "facts

of life", interpersonal relations and social adjustment, and alcohol and drug use.

A comparison of these items with those given high priority for grade 6 - 8 by principals (see Table 5), reveals that, with the exception of "community standards of behaviour", all topics suggested by principals were included in the students' high priority list. Thus, there is a high concordance of opinion between sixth grade students and principals on what topics should be taught. In line with this conclusion, while conception and male/female anatomy were not given high priority by the majority of principals, 80% and 83% of principals, respectively, did give them high or medium priority ratings.

The specific concerns/questions suggested by these students are listed below: Again, questions are grouped by subject area.

- What are the first signs of puberty?
- What all does puberty involve?
- How does menstruation start - what are the signs?
- What all is involved in menstruation?
- At what age does menstruation start?
- Does menstruation stop when you get pregnant?
- How do people know if they are pregnant?
- What are the problems involved in having a baby?
- How is a baby born?
- What things stop you from having babies?
- Love and rubbers and babies?
- How do people get involved?
- What is the proper age for dating?
- What are boys' desires on a date?
- Why do people go to drugs?

The questions fall into three basic categories: "facts of life", dating and drugs, with most interest on the first. It should also be noted that the specific concerns are correlated highly to the topics suggested by the grade group. While the

percentages of students who have covered these topics is relatively high, especially for girls (see Tables 23 to 26, Appendix F), they are low in an absolute sense - the majority of students have received no instruction in these areas. Thus, the data show that while the emphasis given these topics in class - at least for girls - is appropriate, the basic problem with the current grade 6 program is that not enough students receive instruction.

The topics which should be taught to eighth graders, according to the students, are as follows:

- conception
- birth
- puberty
- male and female sexual organs
- venereal diseases
- birth control
- drug and alcohol use
- family problems
- mental stress
- getting along with others

Other topics listed by less than three students include the following:

- personality
- values and lifestyles
- running away
- child abuse
- family planning
- abortion
- human sexual response
- drug pushers
- prostitution

The topics reflect student concern in three basic areas, "facts of life", "avoiding problems" (e.g., birth control, venereal disease) and interpersonal relations. The most frequently suggested topics were conception, birth, birth control, venereal

disease and getting along with others. It will be noted that the eighth graders' suggestions included all the topics proffered by the sixth graders and given high priority by the principals (see Table 5). In addition to these topics, the eighth graders' list contained more practical subjects related to the avoidance of problems. Birth control methods and venereal disease were given high priority by only 7% and 16% of the principals, respectively. Further, when the percentage of principals who gave these topics high or medium priority are considered, these percentages were 30% for birth control methods and 61% for venereal disease. Thus, there is little agreement between students' and principals' priorities with respect to these topics, especially birth control methods.

It is unclear whether the principals' low ratings for the latter topics reflect a misreading of the students' needs, or at least their interests, or simply that principals' priorities are based on what they, or parents, think children should want to know. Similarly, it is unclear to what extent information on birth control methods and venereal disease is required by these students because some are currently in a high risk position (e.g., with respect to unwanted pregnancies). While several students suggested birth control methods be taught, only one speculated on its need. This girl suggested that birth control methods "should have been taught because it (rarely) could apply to some girls, and they feel naive in some conversations not knowing about anything". It is not apparent how many "rarely" represents; however, one would be naive in believing that

all interest is as academic as the last sentence would suggest. (A 1976 report indicated 1.5% of teenage pregnancies in Toronto occur in children under the age of 14). It is also plausible that these students simply wish to be prepared before they become sexually active.

Regardless of the reasons, the following list of questions suggested by students confirms their interest in these topics and others mentioned previously:

- How does pregnancy really occur?
- What happens during pregnancy?
- Can you get pregnant without intercourse?
- What do you do if you get pregnant?
- How can I help a pregnant friend?
- How is a baby born?
- What do we do if we become a teenage parent?
- Where do you go if you get pregnant?
- How does the pill stop birth?
- Should young girls go on the pill?
- What are the birth control devices used today?
- Where can you get an abortion?
- How do you handle an alcoholic family member?
- What's wrong with marijuana?
- How can I help someone on drugs?
- Why is there puberty?
- Why do kids run away?
- Why is it some boys are only interested in a girl's body?
- Is there male menopause?
- How do you overcome shyness?
- What goes on out on the street (prostitution, pushers, creeps, rapists, ...) ?

In line with the topics suggested by students, these questions reflect their interest in three major topics; pregnancy, birth control and drugs. While drugs and, to some extent, conception and birth were given high priority by principals, the student concern with birth control does not correspond with the principals' notions of what should be taught to eighth graders. In summary, while a good

matching of student needs and principals' priorities was found for the sixth graders, eighth graders' needs for information are somewhat more extensive than principals' ratings would allow.

Tenth graders' suggestions for topics tended to be less specific than those put forth by the younger children. Several students suggested general approaches to FL/SE instruction, rather than particular subjects. A discussion of the former is deferred to a later section of this report. The topic list is presented below. It should be noted that the first three were given most frequently, with none of the others being suggested by more than three people:

- birth control methods
- venereal disease
- drug and alcohol use
- peer pressure
- human relations
- building a happy marriage
- masturbation
- curfews

A comparison of the three most frequently given suggestions by students and the topics given high priority by principals (see Table 14) indicates a high concordance between these two groups with respect to "drug and alcohol use" and "venereal disease". Ninety-one percent of principals surveyed by Burnham (1978) felt these topics should receive high priority in the instruction of grades 9 and 10. However, only 40% gave birth control methods a high priority rating, while 70% gave the topic a high or medium assessment. Thus, there is a rather wide divergence of opinion regarding the importance of instruction on birth control methods between principals and students.

An inspection of the tenth grade topic list suggests there is very little student interest in the other topics given high priority by principals, notably those associated with social adjustment and interpersonal relations. This impression, however, is not supported by their list of questions, nor by their suggestions concerning general approaches to FL/SE which will be discussed later. On the contrary, several students showed a marked interest in topics dealing with interpersonal relations as the following list indicates:

- What happens if you take birth control pills when you are pregnant?
- What are the problems with the pill?
- Birth control - what are the benefits and problems of various techniques?
- What are the laws on abortion?
- How do you get an abortion?
- What do you do if you get pregnant? Is abortion available?
- What are the difficulties in having sex in early teens?
- How do you relate to others with openness and confidence?
- How do you ask someone out?
- How to act on a date - what to talk about?
- How to control yourself on a date?
- Things you should do on a date?
- How to approach a group of girls - who knows what they will say?

Two topics not previously discussed are suggested by these questions, dating and abortion. Specific questions on dating (particularly, "How do you ask a girl out?") were suggested by almost half of the grade ten males; their interest is in accordance with the "high" rating given this topic by 64% of the principals. Abortion questions, on the other hand, were suggested by only two students and this topic was not given high priority by any of the principals. Taker as a whole, while there are several topics given high priority by principals toward which students did not express particular interest, for the most part, students' concerns were given high priority by principals. Thus, with one notable exception, a

fairly good matching of priorities exists. The exception in this case, as with the eighth graders, is birth control methods. In light of this discrepancy, it is interesting to note that some tenth graders suggested that birth control methods should, in fact, be taught before grade 9.

As with the tenth graders, "birth control" was the topic most frequently suggested by twelfth grade students. Other than "birth control", none of the topics was suggested by more than four people. A wide variety of topics, however, was given as follows:

- birth control methods: benefits and problems
- family planning
- venereal disease
- pap tests
- pregnancy: emotional and physical aspects
- birth
- abortion
- relations with people - being accepted
- peer pressure
- dating
- going steady
- family relations
- marriage
- factor condusive to a happy marriage
- economic factors in marriage
- child care

Many topics suggested by the twelth graders show a greater interest in "concepts", rather than "technical data". There is also a very strong correspondence between the topics advocated by the twelfth graders and those taught by the majority grade 11 - 13 teachers (as found by Burnham, 1978). There is also substantial agreement between students and principals,

according to their priority ratings, that topics related to the "avoidance of problems" and various aspects of marriage should be taught at the twelfth grade level. They are, however, at variance in the emphasis each group places on human relations topics such as dating and going steady. Whereas principals' priority ratings for "dating" and "being accepted by significant others" drop off significantly by the grade 11 - 13 level, twelfth graders still express interest in them. The questions suggested for discussion by twelfth graders lend support to the latter assertion:

- How to ask a girl out?
- What to talk about on a date?
- How to act around members of the opposite sex?
- How to talk to people?
- What causes unhappy marriages?
- How safe are the different kinds of birth control methods?
- Does the sperm live if it touches the air?
- What about abortion and sterilization?

It will be recalled that in the comparison of topic coverage between male and female students, males were less likely to report having received instruction on dating and going steady and being accepted by significant others. It is not surprising, therefore, that questions pertaining to these topics were most often suggested by male students.

It is interesting that while the majority of principals did not give birth control methods high priority until the grade 11 - 13 level, twelfth graders were least likely to suggest this topic of all the grade groups surveyed. Thus, an inverse relation seems to exist between principals' and students' relative priorities with respect to this topic. That is, at the grade level at which student interest -

need for information - is flagging, the principals put the greatest emphasis on this topic. It is not clear, as previously suggested, whether the principals' priority ratings with respect to this topic reflect a misreading of students' needs or an assessment of priorities based on when they feel students should need this information.

For the most part, there is a relatively good matching of the secondary students' topic suggestions and principals' high priority topics with the noted exceptions. There is also a high degree of agreement between what students want to have taught and what topics are most often taught, as reported by teachers. However, as Burnham's (1978) data indicate, while some topics are taught with greater frequency than others, if these figures are viewed in absolute terms, it is clear that a great proportion of the students do not receive instruction in all these subjects.

VI. INSTRUCTIONAL METHODS AND AIDS

Students were asked to rate the effectiveness of various instructional methods and aids often used in FL/SE programming. To facilitate rank ordering of the usefulness of the various methods, each of the four points on the rating scale was assigned a numeric value (see footnote on Tables). The mean assessments given each method by elementary and secondary grade and sex groups are presented in Tables 19 and 20, respectively.

TABLE 19 Mean values of elementary students' ratings * of the usefulness in instructional methods and aids as a function of grade and sex (Question 13)

INSTRUCTIONAL METHOD OR AID	GRADE LEVEL 6			8		
	Male	Female	Both	Male	Female	Both
(i) Instruction by regular teacher	2.84	3.05	2.95	3.11	3.15	3.13
(ii) Group discussion of individual problems or questions	3.00	3.35	3.18	3.17	3.63	3.41
(iii) Guest speakers who are knowledgeable in specific areas of the program	3.16	3.19	3.17	3.37	3.15	3.25
(iv) Films and other visual aids	3.63	3.81	3.72	3.69	3.61	3.65
(v) Providing students with information they can read on their own	2.82	2.54	2.68	3.03	2.80	2.90
(vi) Giving students a list of places which can provide information and/or assistance with problems	2.63	2.70	2.66	2.49	2.68	2.59

* 4 = Very useful (A) 3 = Somewhat useful (B)
2 = Seldom useful (C) 1 = A waste of time (D)

TABLE 20 Mean values of secondary students' ratings * of the usefulness of instructional methods and aids as a function of grade and sex (Question (13)

INSTRUCTIONAL METHOD OR AID	GRADE LEVEL					
	10			12		
	Male	Female	Both	Male	Female	Both
(i) Instruction by regular teacher	3.16	3.00	3.06	3.04	3.03	3.04
(ii) Group discussion of individual concerns	3.37	3.34	3.35	3.09	3.46	3.31
(iii) Guest speakers who are knowledgeable in specific areas of the program	3.68	3.45	3.57	3.78	3.60	3.38
(iv) Films and other visual aids	3.63	3.48	3.56	3.35	3.57	3.61
(v) Providing students with reading material they can read on their own	3.21	2.62	2.85	2.57	2.89	2.80
(vi) Providing students with a list of social service agencies which can provide information and/or assistance with problems	3.05	2.66	2.81	2.43	3.11	2.70

4 = Very useful (A)
3 = Somewhat useful (B)
2 = Seldom useful (C)
1 = A waste of time (D)

As these tables show, while the means vary among the four grade levels, rank ordering of the effectiveness of these methods was virtually identical for all grades. In descending order of usefulness, the methods are: 1) films and other visual aids, 2) group discussion, 3) guest speakers, 4) instruction by regular teachers, 5) reading material, and 6) a list of social service agencies.

By far the most popular method of instruction was films and other visual aids. Most students reported that viewing films provided a good deal of information and caused no embarrassment. Also highly rated was "group discussion of individual problems and questions". The fact that the latter phrase ("of individual problems....") was used to qualify the discussion method may have caused it to be under-rated. That is, students' suggestions during the interview portion and in response to Take Home questions indicate that while students might be unwilling to discuss personal problems, they were in favour of discussion methods in general.

The popularity of guest speakers can be attributed to two factors. First, as five students suggested, although they would be too embarrassed to visit a clinic on their own, visitors from such social service agencies were able to answer many of their questions and, in addition, lessen their inhibitions about such a visit. Second, several students indicated that it was less embarrassing to ask questions of a stranger than "someone you meet everyday". The latter factor may help to account for the fourth place rating given instruction by the regular teacher. It should also be noted that the lack of clear guidelines

or a standardized curriculum leaves program content decisions largely up to the individual teacher, and thus he/she is open to parental criticism. As a result, teachers may be somewhat fearful of overstepping their authority. This situation may well influence the effectiveness of their instructional methods.

The two methods (5 & 6) rated as least effective are those which require the most initiative on the part of the student. Reading material was not useful, some students suggested, since they "don't read it", "just throw it away", or are afraid to take it home "since parents will see it and you'd be embarrassed". As previously mentioned, several students reported being too embarrassed to visit social service agencies on their own. One other possible reason was provided by a grade 8 girl, who stated that "Nobody our age would go out of their way to learn something about sex unless they're really in trouble".

Students' suggestions on the Take Home and Interview parts of the survey suggest that the basic problem with FL/SE instruction is that the students are too embarrassed to ask questions or to indicate areas of instruction which are not clear. This embarrassment does not arise from a feeling that the subject matter is taboo, but rather from the fear that they will "ask something stupid" in front of their friends. It is the admission of ignorance about subject matter they feel they <u>should</u> know which makes them uncomfortable.

Survey Item 14 required students to suggest other methods of instruction which

they thought had been or would be useful. In line with the suggestion above most of the methods and comments offered were aimed at finding ways of presenting and discussing information while reducing the embarrassment to the participants.

There were no significant differences in the number or types of suggestion made by the two elementary grades or the two secondary grades. While the majority of students could not suggest any other instructional methods or any variations on the methods listed, 54 (36%) of the elementary students and 58 (54%) of the secondary students offered thoughtful suggestions either in response to Question 14 or on the Take Home or Interview portion of the survey. These methods and the number of students responding to each are as follows:

Instructional Method/Aid	Elementary	Secondary
Discussion in large or small groups centred on topic introduced by films, guest speakers, questions	18	21
Research projects	9	7
Field trips to clinics/agencies	-	7
Question box	6	5
A series of films for all topics	4	-
Role playing	-	4
Quizzes with answers taken up	4	3
Private sessions with teacher	4	3
Examining case studies	-	3
Anatomical models or diagrams	2	-

Instructional Method/Aid, Cont'd.	Elementary	Secondary
Special teacher	1	5
Making information available in library	1	-
Work kits	1	-
A series of guest speakers	1	-
Set of textbooks from K - 13	1	-
Set up small question groups	1	-
Watching television	1	-

It will be noted that the suggestion given most frequently involved some form of discussion. The dialogue, these students felt, should evolve from some classroom activity, for example a film. As one student remarked this method "puts aside embarrassment as (one) can discuss on a non-personal basis....what the people in the film did or said". Several students expressed a preference for the notion of a group research project which has the same effect. That is, it promotes an exchange of information and ideas, but provides an external focal point for the discussion. Another popular suggestion was the provision of a question box into which students' questions and specific points of concern could be deposited anonymously and discussed/answered in class. This method has been used quite successfully in secondary classes in the London Board of Education (Stennett et al, 1975). One secondary student thought the latter to be a particularly good idea "since it is usually the student who knows the least who is less likely to ask questions". The relative popularity of quizzes may seem

somewhat surprising. Two reasons were cited for their inclusion in the suggestion list. First, as two elementary students suggested, answers could be taken up in class, saving the students the embarrassment of having to ask. Second, secondary students generally felt this method would provide feedback to the teacher, so that problem areas could be incorporated in the next lesson and there would be little repetition of information students have already acquired.

Three other frequently given suggestions peculiar to the secondary school student were case studies, visits to social service agencies and clinics, and role playing. The examination of case studies had apparently been tried in at least one grade 10 and one grade 12 class with some success. This method not only provided an impersonal focal point for further discussion, but also "gave insight while giving information" one student stated. Clinic visits should be encouraged, some felt, since they provided students with an opportunity to "know the people and what help is available". The final secondary student suggestion is interesting. The usual format proposed required a few people to act out a situation, while the "others discuss and suggest what (the characters) should do in that situation". It was suggested that role playing would be particularly suitable to the instruction of social adjustment and a discussion of interpersonal skills. Carrying the idea a step further, one boy thought this method would be particularly effective "with each side describing how they feel when one actor acts in a certain way".

On the whole, students' suggestions were both thoughtful and, at times, innovative. Hopefully, some will prove to be effective instructional methods. It is not known

how many of these suggestions were made as a result of their successful application in the classroom and how many students simply felt might work. What is clear, however, is that most of the students centred on methods by which information and ideas could be exchanged without having to raise questions and concerns orally. Without question, the embarrassment associated with asking and answering questions orally in class is the biggest problem with current FL/SE instruction. Indeed, several students suggested thar they would be quite satisfied if the program content and scheduling remained the same as long as instructional methods were changed.

VII. STUDENT RECOMMENDATIONS AND OPINIONS ON THE SCOPE, ORGANIZATION, AND FOCUS OF FL/SE INSTRUCTION

The main purpose of this research was to identify possible deficiencies in FL/SE instruction and to report students' needs and recommendations for its improvement, so that an effective FL/SE curriculum can be developed for York County schools.

Student opinion of the current status of FL/SE programming was examined in Sections III and IV. Of particular interest were the timing and depth of instruction. Two questions were examined: (1) Is the depth of coverage sufficient to meet students needs? (2) Is instruction given at the appropriate grade level? Specifically, it was hypothesized that student reports would reveal that a basic problem with the current level of instruction was that it was "too little, too late".

These hypotheses, however, were not well supported by the data. While students did not indicate that topics had been taught in great detail, there was general agreement that their instruction had been sufficient to meet their needs, and had answered most of their questions. Furthermore, most students felt topics were taught at the appropriate grade level, although the percentage of students who held this opinion decreased as a function of increasing grade level. If the timing and depth of coverage are seen to be adequate, why then did students feel they would benefit from more FL/SE instruction (see Tables 2 and 11)?

Sections V and VI reported topics of particular concern to students, pointed out problems associated with the current instruction, and suggested possible changes and innovations for FL/SE programming. From these suggestions, four basic aspects of the current program with which students are dissatisfied were identified.

First, FL/SE instruction was not available to enough students. Elementary students, particularly sixth graders, reported receiving very little FL/SE instruction. At the secondary level, instruction is often given in physical education classes; however, because not all students choose to take it, many students do not receive any secondary FL/SE.

Second, some topics of concern at particular grade levels are not dealt with. This is a particular problem at the sixth and eighth grade level as evidenced by a comparison of student interest in particular topics and the percentage who report having received instruction in them. With a few exceptions, instruction at the secondary level appeared somewhat better matched to the needs of the students.

Third, as several students suggested in the interview and in response to questions dealing with how the program could be improved, their instruction "never dealt with problems kids have", for example, "like telling your parents you're pregnant", or everyday problems, "like how to get along with people." These students suggest that the emphasis placed on technical data is misguided,

and should change once the "basics have been taught." The approach they would like is outlined in greater detail later.

Finally, the fourth problem most students reported involved the anxiety most people felt expressing their concerns and questions in class. They suggested that the adoption of other instructional methods (see Section VI) would not only reduce their embarrassment, but also would provide a learning environment within which topics and questions of concern could be communicated more readily.

In addition to these more specific concerns and recommendations, students were also asked to comment on the scope, organization and focus of FL/SE programming. Students were asked if they thought FL/SE should be taught in school (Question 5). Of all the students surveyed only two felt FL/SE instruction should not be the school's reponsibility. Student opinion on the scope of FL/SE was obtained by requiring them to list any topics which they felt should not be included in their instruction (Question 9 and 10). Only three secondary students suggested topics (morals, homosexuality and prostitution). Similarly, only four suggestions were put forth by one female and three male elementary students (reproduction of lower animals, menstruation, birth and drugs, respectively).

Students were also asked if they thought girls and boys should be taught together (Question 8). The percentage of students in each grade by sex group who felt FL/SE instruction should be co-educational is presented in Table 21.

TABLE 21 Percentage of elementary and secondary students who think FL/SE classes should be given to boys and girls together. (Question 8)

GRADE LEVEL

Sex	6	8	10	12
Male	45	40	79	87
Female	19	44	72	86
Both	32	42	75	86

It is clear from Table 21 that the younger the child the more likely he/she is to wish classes to be segregated. This pattern of results corresponds quite closely to that found for principals in Burnham's (1978) study. With the principal group the developmental trend is less striking. Similarly, while 60% of secondary teachers agreed that the sexes should be taught together, elementary teachers supported the view that it depends on age and topic. Only with the sixth grade data was sex found to be a factor. Several six grade girls complained that attempts to view films with the boys had been embarrassing and that their presence had been disruptive. Thus, segregated classes were well supported by elementary school children; integration was the favoured approach by secondary students. Commenting on the need for "mixed" classes at the secondary level, one tenth grader said, "after all this is a time when dating is a popular thing to do..... We should know how each sex feels -

his and her ideals, values, and attitudes. Maybe, then, there would be a better understanding between male and female and some of our problems and hang-ups could be resolved".

A final item concerning the organization of FL/SE programming questioned students on whether FL/SE should be provided as a separate course (Question 6). A summary of these data is presented in Table 22.

TABLE 22 Percentage of elementary and secondary students who think FL/SE should be a separate course

Sex	6	8	10	12
Male	53	49	68	57
Female	70	71	62	67
Both	61	61	64	63

While the percentages favouring the proposition are not large, there was general agreement among the students that FL/SE should be offered as a separate course. In line with these findings, the majority of principals and teachers surveyed by Burnham (1978) also supported this general notion, and overwhelmingly rejected the idea that FL/SE be left to incidental teaching. The latter groups also expressed the opinion that FL/SE should be "interdisciplinary and should be integrated with other programs" (p.90). Similarly, students, particularly those at the

secondary level, qualified their agreement by suggesting several ways of scheduling FL/SE programming which, while they did not allot the same amount of time to FL/SE as other school subjects generally received, did guarantee its availability to those interested. The more frequently given suggestions were these:

1. Set aside three weeks a year in which regularly scheduled FL/SE classes are held. A similar method is currently being used with some success in one secondary school in which all physical education classes for a short period are devoted to FL/SE instruction.
2. Teach it on a regular basis, but only once a week or once every two weeks.
3. Offer a program of scheduled talks by guest speakers or films. Two students suggested that the year's list of speakers/films should be planned and distributed to students at the beginning of each year. These sessions, some students advised, should be offered at the end of the day, so that students were not required to attend.
4. FL/SE could be scheduled like "Career Days". Several speakers, films or seminar groups could be made available, some with overlapping time-frames, and students could attend those which were of particular interest.

All of these suggestions have one feature in common; they guarantee that some form of formal FL/SE is scheduled and made available to all students who want it. The latter qualifying clause points up a commonly held notion that FL/SE instruction should be optional. This feature, according to proponents of

suggestions 3 and 4, is an important consideration in the planning of any FL/SE program. In addition to these more formal scheduling suggestions, students also proposed more general recommendations with respect to FL/SE instruction. Burnham (1978) found that principals' priorities indicated that less emphasis should be placed on "technical" data in the senior secondary grades. While students generally support the notion, many of the secondary students and several grade 8 girls suggested that this shift in emphasis should occur much earlier.

The suggestion most often given was that topics be taught within the framework of interpersonal relations. It is not sufficient to teach "the facts" without dealing with the "human/personal side". As one grade 8 girl stated, "There should be things taught we want to learn, not just parts of the body, where babies come from and other classic examples". Similarly, as another student remarked, "We can get the basics quickly, but more important and needed is how to get along with others". Rather, stress should be placed on human relations and communication, or "with the problems confronting us today.... there should be more emphasis on how to cope with these problems and solutions". This type of approach, it was suggested, "would make us more aware of ourselves and others around us".

Thus, the FL/SE program these older students envisage is one which is firmly rooted in and relevant to the experiences and problems they are faced with each day.

One student's thoughts perhaps best sums up the feelings of these students:

> I think it is important that students know their bodies but also how they affect others. Learning things off the street is how lots of kids get into trouble (unwanted pregnancy etc.). I think it's a school's job to teach the students about the society we live in and I feel sex education plays a major role in it these days. A suggestion for the course title could be "Life".

REFERENCES

Burnham, B. The Status of Sex Education Programs in the Schools of The York County Board of Education. Aurora, Ontario: Research Department, The Division of Planning and Development, York County Board of Education, 1978.

Herold, E.S., Kopf, K. and DeCarlo, M. Family Life Education: Student Perspectives. Canadian Journal of Public Health, 1974, 65 (5), 365 - 368.

Herold, E.S. Sex Education in Ontario Schools: Part II: The Secondary Schools. Guelph, Ontario: University of Guelph, 1975.

Leslie, S. An Evaluation of Family Life Education at David Thompson Secondary School. Vancouver, British Columbia: Department of Planning and Evaluation, Vancouver Board of Education, 1973.

Middleton, M.A. An Evaluation of the Family Life Education Course at Eric Hamber Secondary School. Vancouver, British Columbia: Department of Planning and Evaluation, Vancouver Board of Education, 1975.

Stennett, R.G., Roberts, T.R. and West, N. The Family Planning Unit of the Family Living Program: A Preliminary Evaluation. London, Ontario: Educational Research Services, London Board of Education, 1975.

Sub-Committee on Sex Education, Interim Report of the Sub-Committee on Sex Education, Aurora, Ontario: The York County Board of Education, 1978.

APPENDIX "A"

THE YORK COUNTY BOARD OF EDUCATION

SEX EDUCATION PROGRAM
SURVEY OF STUDENTS

1. Please circle your current grade level.

   6 8 10 12

2. Are you male or female? M F

3. How many hours did your class spend on sex education or family life this year?

   Include the time spent seeing movies or listening to guest speakers.

   _____

4. How many hours were spent last year? _____

5. Do you think sex education/family life should be taught in school?

   Yes No

6. If yes, do you think it should be offered as a separate course?

   Yes No

7. To what extent do you feel you would benefit from sex education or family life classes?

   A a great deal
   B a fair amount
   C a little
   D not at all

   A B C D

8. Do you think sex education should be taught to male and female students together?

Yes No

9. Are there topics which you feel should not be included in a sex education program?

Yes No

10. If you answered 'yes' to Question 9, please state the topics which should not be included and briefly give your reasons.

_____

_____

_____

_____

11. How well has your sex education instruction provided the information you need to know?

A completely
B adequately
C less than adequately
D not at all

A B C D

12. If you circled C or D in Question 11, please state briefly how the instruction might have been improved.

_____

_____

_____

_____

13. Below is a list of teaching methods and aids currently used in sex education programs. Please rate each as being A very useful
B somewhat useful
C seldom useful
D a waste of time

(i)	Instruction by regular teacher	A	B	C	D
(ii)	Group discussion of individual problems or questions	A	B	C	D
(iii)	Guest speakers who are knowledgeable in specific areas of the program	A	B	C	D
(iv)	Films and other visual aids	A	B	C	D
(v)	Providing students with information they can read on their own	A	B	C	D
(vi)	Giving students a list of places which can provide information and/or assistance with problems	A	B	C	D

14. Other than the methods listed above, please state any other teaching methods or aids which you have found to be helpful or which you think might be helpful.

_____

_____

_____

APPENDIX "B"

THE YORK COUNTY BOARD OF EDUCATION

SEX EDUCATION PROGRAM
SURVEY OF STUDENTS

1. Please circle your current grade level.

   6 8 10 12

2. Are you male or female? M F

3. Topics which relate to sex education or family life are often taught in different classes (e.g., sometimes in Health, Man in Society, or Home Economics, etc.). In total, how many hours did your class spend in sex education/family life instruction this year? Include in your estimate time spent viewing films or listening to guest speakers on the topic.

   _____

4. How many hours were spent last year? _____

5. Do you think sex education/family life should be taught in school?

   Yes No

6. If yes, do you think it should be offered as a separate course?

   Yes No

7. To what extent do you feel you would benefit from a more extensive course in sex education?

   A a great deal
   B a fair amount
   C a little
   D not at all

   A B C D

8. Do you think sex education should be taught to male and female students together?

Yes No

9. Are there topics which you feel should not be included in a sex education program?

Yes No

10. If you answered 'Yes' to Question 9, please state the topics which should not be included and briefly give your reasons.

_____

_____

_____

_____

11. How well has the sex education instruction you have been given so far met your needs for information?

A completely
B adequately
C less than adequately
D not at all

A B C D

12. If you circled C or D in Question 11, please state briefly how the instruction might have been improved.

_____

_____

_____

_____

13. Below is a list of teaching methods and aids currently used in sex education programs. Please rate each as being: A very useful
B somewhat useful
C seldom useful
D a waste of time

(i)	Instruction by regular teacher	A	B	C	D
(ii)	Group discussion of individual concerns	A	B	C	D
(iii)	Guest speakers who are knowledgeable in specific areas of the program	A	B	C	D
(iv)	Films and other visual aids	A	B	C	D
(v)	Providing students with reading material they can read on their own	A	B	C	D
(vi)	Providing students with a list of social service agencies which can provide information and/or assistance with problems	A	B	C	D

14. Other than the methods listed above, please state any other teaching methods or aids which you have found to be helpful or which you think might be helpful.

_____

_____

_____

_____

Questions 16 - 21 deal with how specific topics were taught, when they were taught, if enough detail was given, and when you think they should have been taught. The questions are written across the top of the page and the topics they deal with are written down the side. Please start with the first topic and answer all the questions with respect to that topic, then go on to the next topic and answer the six questions again, and so on, until all the topics have been covered.

Please circle the correct answer for questions 15, 17, 18, and 19, and fill in a grade for questions 16 and 20.

GRADE 8

TOPICS:	QUESTIONS					
	15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail only mentioned D briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Conception and birth	Y N		A B C D	A B C D E	A B C	
How children get (inherit) characteristics from their parents	Y N		A B C D	A B C D E	A B C	
Human sexual organs	Y N		A B C D	A B C D E	A B C	
Puberty	Y N		A B C D	A B C D E	A B C	
How you learn your sex role and sexual identity	Y N		A B C D	A B C D E	A B C	
Being accepted by others	Y N		A B C D	A B C D E	A B C	
Child-parent relations	Y N		A B C D	A B C D E	A B C	
How to relate to brothers & sisters	Y N		A B C D	A B C D E	A B C	

GRADE 8, Cont'd.

TOPICS:	QUESTIONS — Page Five 15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail only mentioned D briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Menstruation	Y N		A B C D	A B C D E	A B C	
Alcohol and drug use	Y N		A B C D	A B C D E	A B C	
Values and lifestyles	Y N		A B C D	A B C D E	A B C	
Community standards of behaviour	Y N		A B C D	A B C D E	A B C	
Mental Health and managing stress	Y N		A B C D	A B C D E	A B C	
Venereal diseases	Y N		A B C D	A B C D E	A B C	
Birth control methods	Y N		A B C D	A B C D E	A B C	

Questions 16 - 21 deal with how specific topics were taught, when they were taught, if enough detail was given, and when you think they should have been taught. The questions are written across the top of the page and the topics they deal with are written down the side. Please start with the first topic and answer all the questions with respect to that topic, then go on to the next topic and answer the six questions again, and so on, until all the topics have been covered.

Please circle the correct answer for questions 15, 17, 18, and 19, and fill in the grade for questions 16 and 20.

GRADE 6

TOPICS:	QUESTIONS					
	15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail only mentioned D briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Conception and birth	Y N		A B C D	A B C D E	A B C	
How children get (inherit) characteristics from their parents	Y N		A B C D	A B C D E	A B C	
Human sexual organs	Y N		A B C D	A B C D E	A B C	
Puberty	Y N		A B C D	A B C D E	A B C	
How you learn your sex role and sexual identity	Y N		A B C D	A B C D E	A B C	
Being accepted by others	Y N		A B C D	A B C D E	A B C	
Child-parent relations	Y N		A B C D	A B C D E	A B C	
How to relate to brothers & sisters	Y N		A B C D	A B C D E	A B C	

GRADE 6, Cont'd.

TOPICS:	QUESTIONS 15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail only mentioned D briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Menstruation	Y N		A B C D	A B C D E	A B C	
Alcohol and drug use	Y N		A B C D	A B C D E	A B C	
Values and lifestyles	Y N		A B C D	A B C D E	A B C	
Co mmunity standards of behaviour	Y N		A B C D	A B C D E	A B C	

Questions 16 - 21 deal with how specific topics were taught, when they were taught, if enough detail was given, and when you think they should have been taught. The questions are written across the top of the page and the topics they deal with are written down the side. Please start with the first topic and answer all the questions with respect to that topic, then go on to the next topic and answer the six questions again, and so on, until all the topics have been covered.

Please circle the correct answer for questions 16, 18, 19 & 20 and fill in the grade for numbers 17 and 21.

GRADE 10

TOPICS:	QUESTIONS					
	15 Has this topic been taught in any of your classes? Yes No. If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail D only mentioned briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Conception and birth	Y N		A B C D	A B C D E	A B C	
Human sexual organs	Y N		A B C D	A B C D E	A B C	
Puberty	Y N		A B C D	A B C D E	A B C	
Dating and going steady	Y N		A B C D	A B C D E	A B C	
Being accepted by others	Y N		A B C D	A B C D E	A B C	
Venereal diseases	Y N		A B C D	A B C D E	A B C	
Menstruation	Y N		A B C D	A B C D E	A B C	
Alcohol and drug use	Y N		A B C D	A B C D E	A B C	

GRADE 10, Cont'd.

	QUESTIONS					Page Five
	15	16	17	18	19	20
TOPICS:	Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	If so, at what grade level?	Was this topic covered in: A great detail B some detail C little detail D only mentioned briefly	Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	Was this topic introduced A at the right grade level B too late C too early	At what grade should this topic be taught to be most useful?
Birth control methods	Y N		A B C D	A B C D E	A B C	
Homosexuality	Y N		A B C D	A B C D E	A B C	
Different kinds of families	Y N		A B C D	A B C D E	A B C	
Masturbation	Y N		A B C D	A B C D E	A B C	

Questions 16 - 21 deal with how specific topics were taught, when they were taught, if enough detail was given, and when you think they should have been taught. The questions are written across the top of the page and the topics they deal with are written down the side. Please start with the first topic and answer all the questions with respect to that topic, then go on to the next topic and answer the six questions again, and so on, until all the topics have been covered.

Please circle the correct answer for questions 16, 18, 19 & 20 and fill in the grade for numbers 17 and 21.

GRADE 12

TOPICS:	QUESTIONS					
	15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail D only mentioned briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Sex roles	Y N		A B C D	A B C D E	A B C	
Dating and going steady	Y N		A B C D	A B C D E	A B C	
Being accepted by others	Y N		A B C D	A B C D E	A B C	
Venereal diseases	Y N		A B C D	A B C D E	A B C	
The unmarried mother	Y N		A B C D	A B C D E	A B C	
Parenthood and childcare	Y N		A B C D	A B C D E	A B C	
Parent-child relations	Y N		A B C D	A B C D E	A B C	
How to relate to brothers & sisters	Y N		A B C D	A B C D E	A B C	101

Continued.....

GRADE 12, Cont'd.

	QUESTIONS					Page Five
TOPICS:	15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail D only mentioned briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Leaving home, setting up home	Y N		A B C D	A B C D E	A B C	
Choosing a marriage partner	Y N		A B C D	A B C D E	A B C	
Legal aspects of marriage	Y N		A B C D	A B C D E	A B C	
Factors which make a happy marriage	Y N		A B C D	A B C D E	A B C	
Homosexuality	Y N		A B C D	A B C D E	A B C	
Family planning concept	Y N		A B C D	A B C D E	A B C	
Birth control methods	Y N		A B C D	A B C D E	A B C	
Abortion	Y N		A B C D	A B C D E	A B C	
Community services offering help in health and family problems	Y N		A B C D	A B C D E	A B C	
Marriage as a social institution	Y N		A B C D	A B C D E	A B C	
The woman in society	Y N		A B C D	A B C D E	A B C	

Continued...

GRADE 12, Cont'd.

TOPICS:	QUESTIONS 15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail only mentioned D briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Masturbation	Y N		A B C D	A B C D E	A B C	
Marriage breakdown, counselling	Y N		A B C D	A B C D E	A B C	
Human sexual response	Y N		A B C D	A B C D E	A B C	

GRADE 12, Cont'd.

	QUESTIONS					Page Five
TOPICS:	15 Has this topic been taught in any of your classes? Yes No If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail D only mentioned briefly	18 Did the information given in class answer: A all B most C some D few E none of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Leaving home, setting up home	Y N		A B C D	A B C D E	A B C	
Choosing a marriage partner	Y N		A B C D	A B C D E	A B C	
Legal aspects of marriage	Y N		A B C D	A B C D E	A B C	
Factors which make a happy marriage	Y N		A B C D	A B C D E	A B C	
Homosexuality	Y N		A B C D	A B C D E	A B C	
Family planning concept	Y N		A B C D	A B C D E	A B C	
Birth control methods	Y N		A B C D	A B C D E	A B C	
Abortion	Y N		A B C D	A B C D E	A B C	
Community services offering help in health and family problems	Y N		A B C D	A B C D E	A B C	
Marriage as a social institution	Y N		A B C D	A B C D E	A B C	
The woman in society	Y N		A B C D	A B C D E	A B C	

Continued....107

GRADE 12, Cont'd.

TOPICS:	QUESTIONS — Page Six					
	15 Has this topic been taught in any of your classes? Yes No. If No, go on to Question 20	16 If so, at what grade level?	17 Was this topic covered in: A great detail B some detail C little detail only mentioned D briefly	18 Did the information given in class answer: A all B most C some D few E none. of the questions you or your classmates might have had?	19 Was this topic introduced A at the right grade level B too late C too early	20 At what grade should this topic be taught to be most useful?
Masturbation	Y N		A B C D	A B C D E	A B C	
Marriage breakdown, counselling	Y N		A B C D	A B C D E	A B C	
Human sexual response	Y N		A B C D	A B C D E	A B C	

APPENDIX "D"

THE YORK COUNTY BOARD OF EDUCATION

STUDENT S E SURVEY - PART 11 GRADE

INSTRUCTIONS:

Please do not put your name on this page.

Please answer each of the following questions in the space provided. If you require more space, use the reverse side of the page.

If there are any comments you would like to add, please do so.

When you have answered the questions, please place them in the envelope provided and place it in the box in the office.

PART 11 - TAKE HOME QUESTION:

1. How could the Sex Education/Family Life Program be improved to give you the information you and your friends want to know?
   Please give suggestions which might be beneficial to your friends as well as to yourself.

2. a) Please name any topics, which were not taught in your class, which you think should have been.

   b) Please list any questions which you would like to have discussed in class.

3. a) What do you feel are the problems with the Sex Education Program now?

   b) Please list any changes you would like to see in the way Sex Education is taught.

APPENDIX "E"

THE YORK COUNTY BOARD OF EDUCATION

STUDENT S E SURVEY - PART 11 GRADE

INSTRUCTIONS:

Please do not put your name on this page.

Please answer each of the following questions in the space provided. If you require more space, use the reverse side of the page.

If there are any comments you would like to add, please do so.

When you have answered the questions, please place them in the envelope provided and place it in the box in the office.

PART 11 - TAKE HOME QUESTION:

1. How could the sex education be improved to better meet the needs (for information, etc.) of the students at your grade level?
   Please give suggestions which might be beneficial to your friends as well as to yourself.

2. Are there specific topics or concerns which were not covered which you think should have been? If so, please list them (be specific). If you can, please give reasons why these topics/questions should be included.

3. Please offer any other comments, suggestions, or problems associated with your present sex education instruction, or with an expansion of the program.

APPENDIX "F"

TABLE 23 Sixth grade male assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Conception and birth	15	B	B-C
2. How children get (inherit) characteristics from their parents	25	B	B-C
3. Human sexual organs	25	B	B
4. Puberty	18	B	C
5. How to learn your sex role and sexual identity	23	B	C
6. Being accepted by others	38	B	C
7. Child-parent relations	25	B	C
8. How to relate to brothers and sisters	20	B	C
9. Menstruation	10	B	B
10. Alcohol and drug use	30	B	B
11. Values and lifestyles	28	B	C
12. Community standards of behaviour	35	B	C

TABLE 24 Sixth grade female assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Conception and birth	37	A	C
2. How children get (inherit) characteristics from their parents	49	B	B
3. Human sexual organs	43	B	B
4. Puberty	43	A	B
5. How you learn your sex role and sexual identity	29	B	B
6. Being accepted by others	63	B	B
7. Child-parent relations	49	C	C
8. How to relate to brothers and sisters	40	B	C
9. Menstruation	43	B	C
10. Alcohol and drug use	24	B	C
11. Values and lifestyles	26	B	B
12. Community standards of behaviour	43	C	B

TABLE 25 Eighth grade male assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Conception and birth	66	B	B
2. How children get (inherit) characteristics from their parents	57	B	C
3. Human sexual organs	80	B	B
4. Puberty	80	A-B	B
5. How you learn your sex role and sexual identity	51	B	C
6. Being accepted by others	60	B	B
7. Child-parent relations	63	B	B
8. How to relate to brothers and sisters	26	C	C
9. Menstruation	40	B	B
10. Alcohol and drug use	71	B	B
11. Values and lifestyles	46	B	C
12. Community standards of behaviour	26	B-C	C
13. Mental Health and managing stress	49	B	C
14. Venereal diseases	57	B	B
15. Birth control methods	23	B	C

TABLE 26 Eighth grade female assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Conception and birth	90	B	B
2. How children get (inherit) characteristics from their parents	71	B	B
3. Human sexual organs	90	A	B
4. Puberty	88	A	B
5. How you learn your sex role and sexual identity	49	B	C
6. Being accepted by others	88	B	B
7. Child-parent relations	80	B	B
8. How to relate to brothers and sisters	56	B	B
9. Menstruation	98	A	A
10. Alcohol and drug use	83	B	B
11. Values and lifestyles	51	B	B
12. Community standards of behaviour	37	C	C
13. Mental Health and managing stress	32	C	C
14. Venereal Diseases	73	B	B
15. Birth control methods	61	B	C

TABLE 27 Tenth grade male assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Conception and birth	84	B	C
2. Human sexual organs	89	B	B
3. Puberty	79	B	B
4. Dating and going steady	26	B	C-D
5. Being accepted by significant others	26	C-D	C-D
6. Venereal diseases	84	A-B	B
7. Menstruation	68	B	B
8. Alcohol and drug use	74	A	B
9. Birth control methods	84	A	B
10. Homosexuality	32	D	D
11. Different kinds of families	16	D	D
12. Masturbation	42	C	C-D

TABLE 28

Tenth grade female assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Conception and birth	93	B	B
2. Human sexual organs	100	B	B
3. Puberty	90	B	B
4. Dating and going steady	48	C	B-C
5. Being accepted by significant others	38	B	B
6. Venereal diseases	79	A-B	B
7. Menstruation	97	B	B
8. Alcohol and drug use	59	C	C
9. Birth control methods	76	B	B
10. Homosexuality	21	D	D
11. Different kinds of families	34	B	A
12. Masturbation	28	C	D

TABLE 29 Twelfth grade male assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Gender identity and sex roles	83	B	C
2. Dating and going steady	67	C	C
3. Being accepted by significant others	54	B	C
4. Venereal diseases	75	B	C
5. The unmarried mother	42	B	B
6. Parenthood and childcare	50	B-C	B-C
7. Parent-child relations	67	B	C
8. Sibling relations	17	B	C
9. Leaving home, setting up home	38	C	C-D
10. Choosing a marriage partner	46	A-B	C
11. Legal aspects of marriage	58	B	B
12. Factors condusive to a happy marriage	54	B	B
13. Homosexuality	46	C	B
14. Family planning concept	75	C	C
15. Birth control methods	79	A	C
16. Abortion	58	C	B
17. Community services offering help in health and family problems	46	C	C
18. Marriage as a social institution	54	C	C
19. The woman in society	58	A-B	B-C
20. Masturbation	42	C	C
21. Marriage breakdown, counselling	54	B	B-C
22. Human sexual response	42	B	C

TABLE 30 Twelfth grade female assessment of the coverage of specific topics

TOPIC	% of students who reported having covered each topic (Question 15)	Median response on the depth to which topics were covered (Question 17)	Median response to how well the instruction answered student questions (Question 18)
1. Gender identity and sex roles	86	B	B
2. Dating and going steady	81	B	C
3. Being accepted by significant others	78	B	B
4. Venereal diseases	86	B	B
5. The unmarried mother	50	B	C
6. Parenthood and childcare	58	B	B
7. Parent-child relations	58	B	B
8. Sibling relations	22	B	C
9. Leaving home, setting up home	31	A	C
10. Choosing a marriage partner	50	B	C
11. Legal aspects of marriage	44	B	B
12. Factors condusive to a happy marriage	64	B	B
13. Homosexuality	39	C	C
14. Family planning concept	67	B	B
15. Birth control methods	83	A-B	B
16. Abortion	56	B	B
17. Community services offering help in health and family problems	47	B	C
18. Marriage as a social institution	50	B	C
19. The woman in society	61	B	B
20. Masturbation	25	D	C-D
21. Marriage breakdown, counselling	31	B	B
22. Human sexual response	50	B	C

APPENDIX "G"

TABLE 31 Sixth grade male assessment of the temporal appropriateness of specific topics

TOPIC	Mean Grade Level Topic Was Taught (Question 16)	Mean Grade Level Topic Should Have Been Taught (Question 20)	% of Student Judging Instruction to be A - at the right grade level B - too late C - too early (Question 19)		
			A	B	C
1. Conception and birth	5.2	6.2	86	14	-
2. How children get (inherit) characteristics from their parents	5.5	5.7	50	50	-
3. Human sexual organs	5.2	5.9	70	30	-
4. Puberty	5.7	6.4	71	29	-
5. How you learn your sex role and sexual identity	4.7	6.1	50	50	-
6. Being accepted by others	5.1	5.2	62	38	-
7. Child-parent relations	4.4	4.6	30	60	10
8. How to relate to brothers and sisters	3.6	4.8	22	67	11
9. Menstruation	6.0	6.2	50	25	25
10. Alcohol and drug use	5.7	6.3	34	58	8
11. Values and lifestyles	5.3	5.5	45	45	10
12. Community standards of behaviour	5.0	5.2	33	60	7

TABLE 32

Sixth grade female assessment of the temporal appropriateness of specific topics

TOPIC	Mean Grade Level Topic Was Taught (Question 16)	Mean Grade Level Topic Should Have Been Taught (Question 20)	% of Student Judging Instruction to be A – at the right grade level B – too late C – too early (Question 19)		
			A	B	C
1. Conception and birth	5.6	5.1	90	10	-
2. How children get (inherit) characteristics from their parents	5.7	5.8	86	14	-
3. Human sexual organs	5.7	6.1	85	8	7
4. Puberty	5.7	5.9	75	17	8
5. How you learn your sex role and sexual identity	5.5	5.7	50	50	-
6. Being accepted by others	5.8	5.0	56	44	-
7. Child-parent relations	5.4	4.7	79	21	-
8. How to relate to brothers and sisters	5.0	4.8	62	31	7
9. Menstruation	5.6	6.1	82	9	9
10. Alcohol and drug use	5.8	6.2	89	11	-
11. Values and lifestyles	5.3	5.6	63	27	-
12. Community standards of behaviour	5.5	4.9	71	29	-

TABLE 33

Eighth grade male assessment of the temporal appropriateness of specific topics

TOPIC	Mean grade level topic was taught (Question 16)	Mean grade level topic should have been taught (Question 20)	% of student judging instruction to be A – at the right grade level B – too late C – too early (Question 19)		
			A	B	C
1. Conception and birth	7.5	7.0	61	39	–
2. How children get (inherit) characteristics from their parents	7.2	6.5	52	34	14
3. Human sexual organs	7.4	6.1	57	39	3
4. Puberty	7.5	7.1	68	32	–
5. How you learn your sex role and sexual identity	7.1	7.3	74	18	6
6. Being accepted by others	7.4	6.1	30	65	5
7. Child-parent relations	7.6	6.5	45	45	10
8. How to relate to brothers and sisters	7.0	6.1	36	55	9
9. Menstruation	7.5	7.5	72	21	7
10. Alcohol and drug use	7.5	7.1	63	29	8
11. Values and lifestyles	7.4	7.1	59	35	6
12. Community standards of behaviour	7.5	7.1	67	25	8
13. Mental Health and managing stress	7.6	7.2	88	12	–
14. Venereal diseases	7.6	7.2	80	20	–
15. Birth control methods	7.6	7.5	50	38	12

TABLE 34

Eighth grade female assessment of the temporal appropriateness of specific topics

TOPIC	Mean grade level topic was taught (Question 16)	Mean grade level topic should have been taught (Question 20)	% of student judging instruction to be A – at the right grade level B – too late C – too early (Question 19)		
			A	B	C
1. Conception and birth	7.0	6.4	57	41	2
2. How children get (inherit) characteristics from their parents	7.3	6.4	61	36	3
3. Human sexual organs	7.1	6.2	49	51	-
4. Puberty	7.2	6.2	37	63	-
5. How you learn your sex role and sexual identity	7.2	6.6	55	45	-
6. Being accepted by others	7.2	6.0	37	60	3
7. Child-parent relations	7.5	6.2	24	76	-
8. How to relate to brothers and sisters	7.5	6.0	17	83	-
9. Menstruation	6.6	6.0	68	30	2
10. Alcohol and drug use	7.5	6.8	58	39	3
11. Values and lifestyles	7.2	6.4	45	55	-
12. Community standards of behaviour	7.7	6.5	36	57	7
13. Mental Health and managing stress	7.8	6.8	50	43	7
14. Venereal diseases	7.7	6.4	72	28	-
15. Birth control methods	7.6	7.3	77	23	-

TABLE 35 Tenth grade male assessment of the temporal appropriateness of specific topics

TOPIC	Mean grade level topic was taught (Question 16)	Mean grade level topic should have been taught (Question 20)	% of student judging instruction to be A - at the right grade level B - too late C - too early (Question 19)		
			A	B	C
1. Conception and birth	8.7	8.6	69	25	6
2. Human sexual organs	8.4	8.3	81	19	-
3. Puberty	8.3	7.8	67	33	-
4. Dating and going steady	8.6	8.0	80	-	20
5. Being accepted by significant others	8.4	7.8	50	33	17
6. Venereal diseases	9.1	8.7	67	20	13
7. Menstruation	8.8	7.9	64	29	7
8. Alcohol and drug use	8.9	8.3	46	46	8
9. Birth control methods	9.3	8.4	69	25	6
10. Homosexuality	9.2	8.3	56	44	-
11. Different kinds of families	9.0	8.1	33	33	33
12. Masturbation	9.1	8.6	33	33	33

TABLE 36 Tenth grade female assessment of the temporal appropriateness of specific topics

TOPIC	Mean grade level topic was taught (Question 16)	Mean grade level topic should have been taught (Question 20)	% of student judging instruction to be A - at the right grade level B - too late C - too early (Question 19)		
			A	B	C
1. Conception and birth	8.3	7.4	53	43	4
2. Human sexual organs	8.1	7.2	64	36	-
3. Puberty	8.9	7.1	70	30	-
4. Dating and going steady	8.6	7.6	50	44	6
5. Being accepted by significant others	8.4	6.7	47	53	-
6. Venereal Diseases	8.9	8.3	60	24	16
7. Menstruation	7.5	6.7	64	32	4
8. Alcohol and drug use	8.7	8.0	44	50	6
9. Birth control methods	8.4	8.4	50	29	21
10. Homosexuality	8.8	8.3	38	50	12
11. Different kinds of families	8.6	7.3	64	27	9
12. Masturbation	8.9	7.7	42	50	8

TABLE 37 Twelfth grade male assessment of the temporal appropriateness of specific topics

TOPIC	Mean grade level topic was taught (Question 16)	Mean grade level topic should have been taught (Question 20)	% of student judging instruction to be A – at the right grade level B – too late C – too early (Question 19)		
			A	B	C
1. Gender identity and sex roles	10.2	9.1	40	50	10
2. Dating and going steady	10.5	8.9	41	47	12
3. Being accepted by significant others	9.8	8.4	43	50	7
4. Venereal diseases	9.4	9.3	60	20	20
5. The unmarried mother	10.8	10.3	67	25	8
6. Parenthood and childcare	8.6	10.6	65	41	20
7. Parent-child relations	10.9	9.9	56	38	6
8. Sibling relations	10.2	8.2	71	29	-
9. Leaving home, setting up home	11.7	10.5	70	10	20
10. Choosing a marriage partner	11.5	11.1	83	-	17
11. Legal aspects of marriage	11.6	11.3	80	7	13
12. Factors conducive to a happy marriage	11.7	11.2	69	15	16
13. Homosexuality	10.0	9.6	55	27	18
14. Family planning concept	11.1	10.6	78	16	6
15. Birth control methods	12.4	9.7	55	35	10
16. Abortion	10.6	10.1	71	21	7
17. Community services offering help in health and family problems	10.8	9.7	50	42	8
18. Marriage as a social institution	11.1	11.1	86	7	7
19. The woman in society	11.1	10.3	64	36	-
20. Masturbation	9.3	9.3	44	44	12
21. Marriage breakdown, counselling	11.4	11.2	86	-	14
22. Human sexual response	10.7	9.9	55	36	9

TABLE 38 Twelfth grade female assessment of the temporal appropriateness of specific topics

TOPIC	Mean grade level topic was taught (Question 16)	Mean grade level topic should have been taught (Question 20)	% of student judging instruction to be A – at the right grade level B – too late C – too early (Question 19)		
			A	B	C
1. Gender identity and sex roles	11.2	9.3	37	57	6
2. Dating and going steady	10.3	8.5	34	66	-
3. Being accepted by significant others	10.6	7.7	25	75	-
4. Venereal diseases	10.3	9.2	54	39	7
5. The unmarried mother	11.4	9.7	24	71	5
6. Parenthood and childcare	11.0	10.4	70	20	10
7. Parent-child relations	11.0	9.5	45	50	5
8. Sibling relations	10.0	7.6	30	70	-
9. Leaving home, setting up home	11.3	11.0	55	27	18
10. Choosing a marriage partner	11.7	11.3	75	15	10
11. Legal aspects of marriage	11.7	11.4	85	15	-
12. Factors condusive to a happy marriage	11.6	11.4	74	17	9
13. Homosexuality	11.6	10.2	64	29	7
14. Family planning concept	11.7	11.0	75	25	-
15. Birth control methods	10.2	9.3	50	43	7
16. Abortion	11.1	9.8	43	52	5
17. Community services offering help in health and family problems	10.7	9.5	53	41	6
18. Marriage as a social institution	11.8	11.3	76	24	-
19. The woman in society	11.5	10.3	57	43	-
20. Masturbation	10.8	9.5	67	33	-
21. Marriage breakdown, counselling	11.6	10.7	58	42	-
22. Human sexual response	11.0	9.8	37	63	-